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ABSTRACT

This guidebook provides materials for a Rural Enterprise Development course for farmers, agricultural workers, spouses, and farm families in Rock and Green Counties, Wisconsin. Course goals are to help the user discover career and life options and develop job seeking skills. The guidebook is intended for use as a notebook or journal to record information learned about oneself during the course. An introduction contains a course outline; course objectives and agenda; information on midcareer changes, career development, planning attitude, stress, and loss of a farm; and career decision-making steps. Part 1 focuses on assessing one's interests, experiences, abilities, and values. Part 2 discusses using that information in planning and decision making. Part 3 assists the user in job search and job seeking skills. It covers job applications, resume preparation, cover letter construction, preparing for and taking an interview, post-interview thank-you letters, and job leads. Informative materials, samples and examples, and exercises are provided in each part. Appendixes include a list of resource organizations; list of 11 course references; "pocket resume" format; course evaluation form; and precareer planning course employment referral form. (YLB)

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PATHFINDER

A GUIDE BOOK : MAKING

MID-CAREER DECISIONS

CAREER PLANNING COURSE

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BLACKHAWK TECHNICAL COLLEGE

Agriculture Division
1740 Highway 14 West
Janesville, Wisconsin 53545

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PATHFINDER

A GUIDEBOOK : MAKING MID-CAREER DECISIONS

for the

CAREER PLANNING COURSE



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RED - Rural Enterprise Development Program

RED is a program designed to assist farmers, their spouses and agriculturally related workers, affected by the troubled economy. The program is conducted by Blackhawk Technical College, Agriculture Division at the North Rock County Campus on Highway 14 West, Janesville, Wisconsin. RED was initiated on July 1, 1987, to serve the rural people in Rock and Green Counties.

For the 1988-1989 budget year, two grants have been approved: (1) JTPA - Occupational Classroom Training. Individually tailored training to 50 economically distressed farmers which will promote financial solvency through increased productivity on the farm enterprise, or by obtaining productive off-the-farm employment and (2) VEA - Title IIA. Will assist 35 rural individuals develop a variety of second income sources.

In addition, courses such as, Planning Rural Alternatives, Small Business Management, Rural Enterprise Diversification, Career Planning and Rebuilding Self-Esteem for Farm Women are major instructional areas. Supplementing the core instructional areas will be timely and informative workshops that will be developed as needed. Such workshops may include the following: farm support groups, stress management, social assistance (support, legal, banking, financial or crisis situations), diversification, VTAE occupational training programs, explore your career abilities and interests, job temporary services, managing farm credit, small business and many more.

More information about the RED Program can be obtained by calling 1-756-4464 or by writing RED Program, Blackhawk Technical College, P.O. Box 5009, Janesville, Wisconsin 53547.

Chris Walsh
RED Coordinator/Director

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COMMENTS FROM YOUR COURSE COORDINATORS

Welcome to the career planning course!

The Career Planning course is twenty-one(21) hours of instruction being offered by Blackhawk Technical College - RED [Rural Enterprise Development] program to assist farmers, agricultural workers, spouses, and farm families in general that are affected by the recent farm crisis.

This course is designed for people who want to do some serious thinking about themselves and their career options. Not everyone who enters a course like this is at the same stage of their career thinking. Some begin without any idea of what else they could do, others have ideas but nothing definite in mind, while others have a tentative goal in mind and are using the course to confirm their ideas.

The basic goals we have for everyone taking this course is to (1) help you discover career and life options based upon an assessment of your interests, skills, experiences, and values and (2) develop job seeking skills.

Course materials and activities have been carefully selected to help each participant formulate those goals and objectives that are needed to make a mid-career change desirable with as little anxiety as possible. This course is divided into four sections: An Introduction, Assessment, Planning and Decision Making, and Job Seeking Skills.

A word about the guidebook. It is intended to be used as a notebook or journal to record information you learn about yourself during the course. We believe that a personal summary of the materials presented can be very helpful in order to understanding ourselves better and for review at a later date. There is also space for additional notes at the end of each section for your convenience.

In addition to this course, Blackhawk Technical College, Agriculture Division, and RED will serve as an information and referral resource to such services: counseling, support services, government (local, state, federal) assistance, Farm Family Options service centers, Wisconsin Farm Mediation and Arbitration Program, and many other personal and family services. Please feel free to ask us for assistance at any time

We are pleased to have you in the course and hope you will find it enjoyable, enlightening, instructive, and worthwhile way to do some serious thinking about your future.

One last word. Perhaps you have heard the saying, "If you don't know where you are going you'll probably end up there." In this course we would like to see us all end up in the place we want to be.

Sincerely,

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Chris Walsh and Thomas J. Piekarski
Course Coordinators

CAREER PLANNING COURSE OUTLINE

I. Introduction

- A. Comments from course instructor(s)
- B. What can I expect from this course?
- C. The thread that makes mid-career change possible
- D. Is agriculture an option?
- E. Understanding our career development
- F. My career lifeline
- G. Your planning attitude
- H. Obstacles to career planning
- I. Stress management tips
- J. The career decision making steps

II. Assessing your Interests, Experience, Abilities and Values

- A. Using the Career Planning Program
 - 1. Taking the test
 - 2. Understanding the results
- B. Identifying what skills you have and enjoy using
 - 1. The Party
 - 2. Inventorying your accomplishments
 - 3. Summaries of my seven most satisfying accomplishments
 - 4. My most enjoyable skills
 - 5. My ideal working/people environment

III. Using the above information in planning and decision making

- A. Shifting gears
- B. Doing some creative problem solving
- C. Generating career options for the future
- D. The job family charts
- E. Interest areas and work groups
- F. Exploring your career alternatives
- G. Exploration questions and resources for answering them
- H. Seven basic exploration questions
- I. Gathering information about your career options
- J. Evaluating and deciding
- K. Evaluating the pros and cons of career options
- L. Summing up
- M. Implementing your decision
- N. People in transition

IV. Job Seeking Skills

- A. Filling out a job application
 - 1. Be prepared
 - 2. Following instructions
 - 3. Blank spaces/dash
 - 4. The sections

B. Prepare a resume

1. What it is and what it is not.
2. Types
 - a. Chronological
 - b. Functional
3. The basic concept
 - a. Resume language
 - b. Heading: name, address and telephone
 - c. Objective
 - d. Education
 - e. Special sections
 - f. Work experience

C. Cover letter

1. Integral part of every resume
2. Basic rules for good cover letters
3. Write a letter that demands attention
4. Things to remember as you write your letter
5. Examples of cover letters

D. Effective interviewing techniques

1. Being well prepared for interview
2. Time to plan
3. Ten key considerations
4. Checklist for interviews
5. Interview questions
 - a. Employer
 - b. Interviewer
 - c. Illegal questions
6. After interviewing
 - a. Reflect on it
 - b. Analyze it
 - c. Write and send after-interview letters
 - d. Examples of cover letters

E. Job leads - covering all the bases

1. Who's hiring who?
2. The hidden job market
3. The visible job market

V. Course Evaluation

WHAT CAN I EXPECT FROM THIS COURSE?

Description: This course is design to (1) help you discover career and life options based upon an assessment of your interests, skills, experiences, and values and (2) develop job seeking skills.

Objectives: Upon completion of this course you should be able to:

1. analyze your past experiences to identify skills that are transferable to other jobs
2. evaluate your interests and values, and how they will affect where you want to put your transferable skills to work
3. use occupational and educational resources to generate and explore career options
4. to take and understand the results of the Career Planning Program (CPP) assessment of interests, experiences and abilities
5. develop a plan of action for continuing your career planning
6. construct or prepare the following: job application, resume, cover letter, and post interview letter
7. acquire effective interviewing techniques

Agenda:

- Session 1: Introduction to the course and identifying career barriers. 3 hours
- Session 2: Taking the Career Planning Program Test and understanding the results. 3 hours
- Session 3: Identification of those skills that you have and enjoy doing. 3 hours
- Session 4: Using the above information in planning and decision making. 3 hours
- Session 5: Job Seeking Skills - Job Application and Preparing the Resume. 3 hours
- Session 6: Job Seeking Skills - Preparing the Resume continued and Cover Letters. 3 hours
- Session 7: Job Seeking Skills - Effective Interviewing Techniques, Post-Interview letters, Job Leads, Net Working and course evaluation. 3 hours

THE THREAD THAT MAKES A MID-CAREER CHANGE POSSIBLE

A career change, no matter how drastic, doesn't mean you go in empty handed. You take along and build upon your unique set of skills.

by Richard Nelson Bolles •

Richard Nelson Bolles is the author of What Color is Your Parachute?, a practical manual for job-hunters and career-changers, and of the soon-to-be published The Three Boxes of Life and How to Get Out of Them.

About two years ago, a friend of mine sponsored a regional conference on Mid-Career Change. Despite the announcement of nationally known leaders, the conference ultimately had to be cancelled — for lack of registrants.

My friend was despondent. "Why wasn't it a success? Everywhere I go, people are talking about career change. They say how unhappy they are in their present jobs. They talk about how much they'd like to try a different career. This conference was designed precisely to help them learn how to do that. They should have come out in droves. What happened?"

"Well," I said, "I think you're too close to the subject. To get a little perspective, turn to marriage. Within many marriages, there are husbands and wives who are thinking very seriously about leaving or divorcing or deserting their mates. But you would hardly expect them to show up for a conference entitled, 'How to Desert Your Mate.' Their very presence at such a conference would seem like a public confession of what was, at that point, only part of their secret thoughts. For some strange reason, a lot of people feel the same way about career change. It's like deserting their old profession, in which they may have invested a lot of time, training and experience. The only way you could probably have enticed them to come would be if you had billed it as a Conference To Help You Help Others With Career Change. Altruism is always so splendid, and that way, while they were allegedly there for others' sake, they could have quietly picked up clues for themselves."

This anecdote underlines an important truth about career change. *There is a tremendous amount of interest in the subject, everywhere.* According to studies, at some point in their lives four out of five workers think seriously about career change. This indicates there are a lot of people who either are unhappy with their first vocation or who are anxious to cram two or three lives into the space of one.

Career change has been with us as long as there have been workers: Carpenters have become truck drivers; cowhands have become ranchers; lawyers have become executives; actors have become restaurant-owners (or politicians); housewives have become teachers, and so forth.

What's the motivation behind a mid-career change? Sometimes, of course, it's the necessity of finding a new job. Often, and hopefully more so as the future unwinds, there are other reasons that have to do with refreshing one's life-style. A person can just get an itch for a new way of life. Some of those youthful career dreams get dusted off and the quest for a new career becomes an adventure. To many, it is an exciting challenge. Not only that — America is rather well steeped in the idea of periodic renewal. It can make one just a bit more alive.

We often seek new elements of personal satisfaction in a job that requires more of our skills, a job that may better fit a changed set of personal philosophies and areas of interest. It's a curious fact that many, if not most, people have a very different set of needs and interests after the age of thirty.

There are no "anchor professions" anymore. These were the "Forever" vocations, such as medicine and architecture. You cannot look at any man or woman, in any profession, and assume they will always be *that*. (My own doctor took me out to lunch to ask how he could go about changing professions, saying he didn't want to be a doctor for the rest of his life. Of course, the first thing I did the following week was to change doctors. I mean, after all . . .)

Every study of career change suggests that it is most easily managed when we regard it as a normal part of our life in the world of work and when we perceive the Constancy that lies beneath career change. This Constancy is best illustrated by looking at the old-fashioned meaning of the word *Career*. The word was originally assumed to describe a person's entire life in the world of work. If you entered at age 22 and stayed in that world until you were 65, whatever happened between those ages was assumed to be your Career. And it was assumed that running throughout your whole Career was a *common thread*. That thread, then, was The Organization you worked for. It was assumed that an individual would spend his or her whole work-life in One organization. Sears Roebuck. The Church. The Army. IBM. An insurance company. Or whatever. It was further assumed that you would gradually work your way up a "career ladder" within that organization. If you were a man, you would (in theory) work your way up from office boy to president of the company. And if you were a woman, you would (in theory) work your way up from secretary to . . . er, secretary.

Of course, in time, this concept of Career

*Adapted by the Editors of Creative Living

proved deficient. The simple reason was that more and more workers did *not* stay at one organization all their work-lives, regardless of the lure of a pension or other enticements. It was necessary to identify a new *common thread*. So, it was assumed that it was a person's Profession. If you were trained as an accountant, you may have worked for a number of different organizations during your work-life, but it was taken for granted that at least you would always be an accountant. You would *stay in your field*. Your field was the Constancy within whatever changes you may have made in your employment.

But that is no longer true. People do not necessarily stay in one field all their lives. The question now is: what is the *common thread these days* that lies beneath a person's experience in the world of Work? If it isn't One Organization, and it isn't One Field, what is it? People are concluding that the only Constant that goes with you as you change from organization to organization, or even from field to field, is *You*.

You *as defined in two ways*. First, in terms of your Skills. You take your skill with you, no matter what job you go to, or how dramatic your career change may appear to be. You take your skills with you; and, more importantly, *they are fundamentally the same skills you have always been using*. If you were good at problem-solving when you were five years old ("How can I get out of going to bed when Mommy and Daddy say I should?"), you probably were using that same skill at your first job, and you probably are using that skill at your present job. Career change, therefore, is not a matter of deserting or abandoning, something. It is a matter of finding another home (read, "job" or "field") for the same skills you have always been using. Or, if your last job didn't give you a chance to use those familiar skills, then career change represents a search for a *more appropriate home* for those skills that have always been yours.

The word "skills" has become so confused and badly defined in our day that some of us object that we don't have any skills that are transferable from one field to another, whatever may be the case for other people. We all want to excel — if not in strengths, then in weakness. How many of us want to be the exception to the rule? There are no exceptions. We all have transferable skills.

The problem arises in our heads because we have not realized that there are, basically, two different kinds of skills in the world. The first is the one we have been talking about: the transferable skill. Sidney Fine, the "father" of the *Dictionary of Occupational Titles*, calls it the Functional Skill. It is used with people, or data, or things. Examples that leap into mind are: analyzing (used with data, or things or people); interviewing (used with people), or summarizing (used with data). The other kind of skill is called either Specific Content Skill or Work-Content Skill. This is not transferable. It is rooted in a particular field. Knowledge of the parts of a car would be such a skill or knowledge of actuarial procedures.

What happens is that we become preoccupied with our Work-Content Skills, so when we try to talk about our Functional (Transferable) Skills, we talk about them in *work-content language*. This deludes us into thinking all our skills are rooted in This One Field.

The Constant through all career change is Your Skills. And one more thing: Your Preferred People-Environments. No matter how many different titles we wear during our life in the world of Work, most of us tend to prefer working with the same basic Types of People. John Holland in his book, *Making Vocational Choices*, defines six basic types:

1. *Realistic* people who prefer to work with objects, tools, machines or animals.
2. *Investigative* people who prefer creative investigation of physical, biological or cultural phenomena.
3. *Artistic* people who prefer free, ambiguous, unsystematized, activities.
4. *Social* people who prefer activities with other people that involve training, informing, developing, curing or enlightening.
5. *Enterprising* people who prefer activities that entail the manipulation of others, attaining organizational goals or economic gain.
6. *Conventional* people who prefer activities that involve the systematic manipulation of data.

Few jobs have just one "pure" people-environment. Most jobs surround us with three types — which correspond, in most cases, to our own internal competencies or skills. When people change jobs, or even careers, they still tend to surround themselves with the same basic people-types. That is our Constancy, beneath all the Change.

The idea here is that career renewal depends on putting in some concerted effort on planning the rest of your life. It is well and good to understand your Constancy, but it is also imperative that you understand the needs of prospective employers.

Most of the problems that an organization faces today are *people-problems*. And here are the qualities being looked for in new middle management employees:

- *authority* — the only authority which succeeds, today, being comprised of (overall) competence + compassion.
- *ability to work with others*.
- *communicative skills* — studies have shown that effectiveness is directly correlated with the extent to which a man can express his own convictions and feelings and at the same time also express consideration for the thoughts and the feelings of others.
- *intelligence and ability to solve problems*.
- *perseverance* — the ability to deliver continuously, and not just in spurts; inner motivation.

Rightly perceived, career change is actually career Constancy with the qualities of Renewal: attempts to find a more appropriate home for the skills we have always had and a more appropriate form of the people-environments we have always preferred. □□

IS AGRICULTURE AN OPTION?

Although agriculture is currently experiencing another crisis - the killer drought of '88, there is no doubt it will survive. With twenty percent of our Gross National Product related to agriculture, it is too important a segment of our national economy to expect that there will not once again be an opportunity in agriculture. The bottom line for each of the course participants is: Can I survive the crisis? and if not, What are my options?

This course will be devoted to discovering what occupational options we have if we are not farming or not in agriculture or agribusiness. The question of whether one can survive the crisis (financial and legal aspects) is beyond the scope and magnitude of this course.

If you are still exploring options for staying in agriculture you should be taking advantage of the resources presented in the appendix - Resources for Help . These resources can help you answer the question, "Can I survive the crisis?"

UNDERSTANDING OUR CAREER DEVELOPMENT

Career. Everyone has a different definition or interpretation of it. To some it refers to the job they currently have. To others it may mean a career field, like agriculture, in which they could have several jobs during their lives. In this course we will be thinking about it in yet a different way. Our definition will be:

ALL EDUCATION, WORK, AND LEISURE EXPERIENCES FROM BIRTH TO DEATH

"In the United States and many other countries, the relationship between work and career are being rethought and reformulated. Work, instead of being seen as an important but separate part of life, is being seen as the basis for one life role - the worker role - that is closely related and linked to other life roles. Career, instead of being defined as job or occupation only, is being defined as the combinations and sequences of life roles, the settings in which life roles unfold, and the events that occur in the lives of individuals all through the life span." (Gysbers, xiii)

This is a very broad definition, as it should be, because we are multi-dimensional and we should look at our careers as such. One that takes into account the 168 hour week, not just the 40 or 50 hours we spend at work. This definition takes into account our whole life, not just the time we spend at work because the two are closely related to one another. Agriculture people understand this well because their work has not been just a job, it has been a way of life.

Our experiences have helped us develop certain skills, cultivate certain interests, and embrace certain values. Skills, interests, and values are the basic information we need to assess in order to find answers to what we can and what to do in the future.

A good example of how our past experiences will benefit us in the future, even if we do not remain in agriculture, is in relation to our skills. Whether we have been in production agriculture or agribusiness, certain skills have been required to do our work. Some of those skills are unique to agriculture like planning feeding programs, marketing crops, or repairing farm equipment. What if we were to emphasize the Planning, Marketing, and Repairing skills without attaching the word agriculture to them? We can quickly see these are transferable skills that can be used in many career fields besides agriculture. The principle goal of this workshop is to help you identify your transferable skills and then determine where these skills might be used outside of agriculture.

LIFE-SPAN APPROACH to WORK and LEISURE *

The interaction between work and leisure at various periods throughout the life span. Emphasizes six stages. Not defined by hard and fast age barriers.

Stage 1: Childhood: Birth to Twelve Years - the Awareness Stage. Pre-school and elementary school. Opportunity to become aware of available leisure activities and experiences for testing these activities.

Stage 2: Adolescence: Twelve to Eighteen Years - the Exploration Stage. A period of rapid change physically, socially, economically, intellectually, and emotionally. Adolescence is a time for exploring leisure and the development and expansion of leisure activities in which people may engage later in life. Make both educational and vocational decisions.

Stage 3: Young Adulthood: Eighteen to Twenty-Four Years - the Preparation Stage. The crest of physical, intellectual, and social development. Risk taking and exploration.

Stage 4: Adulthood: Twenty-Four to Forty Years - the Implementation stage. Most people are working full- or part-time. During this period some adults quickly become disenchanted on the job, feeling that their work is dull, boring, or generally unfulfilling.

Stage 5: Midlife: Forty to sixty Years - the Involvement and Reassessment Stage. People are at the peak of development. Leisure may replace work as a major meaning to life. Leisure activities provide alternative life satisfaction.

Stage 6. Retirement: Sixty Years Plus - the Reawareness and Reexploration Stage. Involves total identification with and fulfillment of the desire for leisure. Time is now available - vast amounts of time!

* (Gysbers, pp 576-581)

MY CAREER LIFELINE

DIRECTIONS. DRAW A LINE THAT REPRESENTS HOW YOUR CAREER HAS DEVELOPED TO THIS POINT IN YOUR LIFE. IT CAN BE STRAIGHT, CURVED, WHATEVER. THEN, AT THE APPROPRIATE PLACE ON THE LINE, INDICATE THOSE EXPERIENCES, EVENTS, PEOPLE, ETC. THAT HAVE INFLUENCED OR SHAPED YOUR CAREER DEVELOPMENT

AS YOU CAN SEE, YOU HAVE ALREADY MADE MANY DECISIONS THAT HAVE AFFECTED YOUR CAREER DEVELOPMENT. YOU WILL ALSO BE MAKING MANY MORE IN THE FUTURE THAT WILL AFFECT IT. YOU MAY EVEN WANT TO SHOW SOME OF THE THINGS YOU WOULD LIKE TO HAVE HAPPEN IN THE FUTURE ON YOUR LIFELINE.

YOUR PLANNING ATTITUDE

"The only permanent thing in life is change"

Whether you are in the course because you are considering an off the farm job or a complete career change, your first step is to establish a proper planning attitude.

There are two attitudes that might be described as "anti" planning attitudes. One is illustrated by people who do not want to change. This may be because they see no need to change or perhaps see the need for change but are not ready to accept it. Most people in agriculture have enjoyed their work and now with circumstances beyond their control forcing them to change, it is understandable they would feel this way. However, it will be difficult to make the commitment to serious involvement in the course with this attitude.

Another attitude that interferes with serious planning is illustrated by people who are so desperate for answers they are willing to accept any alternative that meets their immediate need. Given the current state of the farm economy, this attitude is also understandable. As a result, people are taking jobs they will not be good at or enjoy and will not provide the security they were looking for in the first place.

The most productive planning attitude is one that tries to disregard (for the time being) barriers - reasons why we can not do something and focuses on what to do, assuming no barriers. This is not to say that realistic barriers should not be considered - only that they should be considered later in the planning process.

When we are under stress it is difficult, if not impossible, to put aside the pressures of the present and think about the future. Yet this is exactly what needs to be done if one is to do some realistic planning. So for now, try to free your mind of barriers and roadblocks. Free it up to think creatively about all options. Anything and everything that may be important to your future career satisfaction and success.

The exercises on page 12 are designed to help you develop a more productive planning attitude.

OBSTACLES TO CAREER PLANNING

IN REALITY, MOST OF US CAN PROBABLY THINK OF SOME OBSTACLES THAT COULD KEEP US FROM MAINTAINING A PRODUCTIVE PLANNING ATTITUDE. WHAT ARE SOME OF THE OBSTACLES THAT COULD INTERFERE WITH YOUR OWN CAREER PLANNING DURING THE WORKSHOP . . . IF YOU LET THEM?

POTENTIAL OBSTACLES TO GETTING THE MOST OUT OF THIS WORKSHOP

WE HAVE ALL PROBABLY FACED SERIOUS CHALLENGES OR PROBLEMS IN THE PAST THAT WE HAVE OVERCOME. NOW WE ARE FACED WITH ANOTHER. IT MIGHT BE USEFUL TO RECALL WHAT RESOURCES AND METHODS WE USED IN THE PAST TO FACE THESE PROBLEMS. PERHAPS THEY CAN HELP US WITH OUR PRESENT DIFFICULTIES. TAKE A FEW MINUTES TO RECALL HOW YOU HAVE BEEN ABLE TO OVERCOME PAST DIFFICULTIES.

PAST RESOURCES & TECHNIQUES FOR FACING DIFFICULTIES

Stress: Taming the Red-Eyed Monster

By Roger T. Williams

Stress! Almost everyone is concerned about it. And there are good reasons for being concerned. Researchers have found that 75 to 90% of the illnesses we experience are stress-related. That means that stress is at least partially responsible for most of the illnesses we know.

Good Stress and Bad Stress

Of course, stress is not all bad. Nor is it something to be avoided. Stress is a normal part of life and there's even such a thing as good stress! When we are living life on purpose—following our hopes and dreams and accepting the challenges life sends our way—we are experiencing “eustress” or good stress. When this happens, we are likely to feel energized and highly satisfied with life.

The enemy is “distress” or stress which drains us physically, emotionally and socially. Some of the signs and symptoms of distress include headaches, backaches, ulcers, diarrhea, constipation (stress hits people in different ways!), fatigue, anxiety, insomnia, irritability, cynicism, depression, withdrawing from others, and lashing out at others. Chronic stress can result in frequent bouts with minor illness or more debilitating illnesses like colitis, cardiac problems, stroke and cancer.

Learning to Cope with Stress

It's important to learn how to deal with distress. One of the keys is recognizing that much of the stress we experience is self-induced. One of my favorite cartoons shows a man talking with a stress management counselor, where he says: “I don't plan to stop burning the candle at both ends—I'm here so you can tell me where to get more wax.” Clearly our inability to say “no” or our tendency to get involved in too many things is one of the ways in which we create stress for ourselves.

But there are other ways as well. Here are some of the more common ones: being overly rigid, being highly competitive, having perfectionistic tendencies, being impatient, setting unrealistic expectations, using negative self-talk, and allowing interpersonal conflicts to go unresolved. Since much stress is self-induced, we can reduce our stress level by reversing these behavioral characteristics. If we could just learn to be less rigid, less competitive, less perfectionistic, and so forth, we would be well on our way to dealing with stress.

Now, there are several specific strategies for coping more effectively with stress. These can be viewed as fitting into four broad categories: physical, mental, social and holistic approaches. I'll touch on each of these briefly.

Physical Approaches

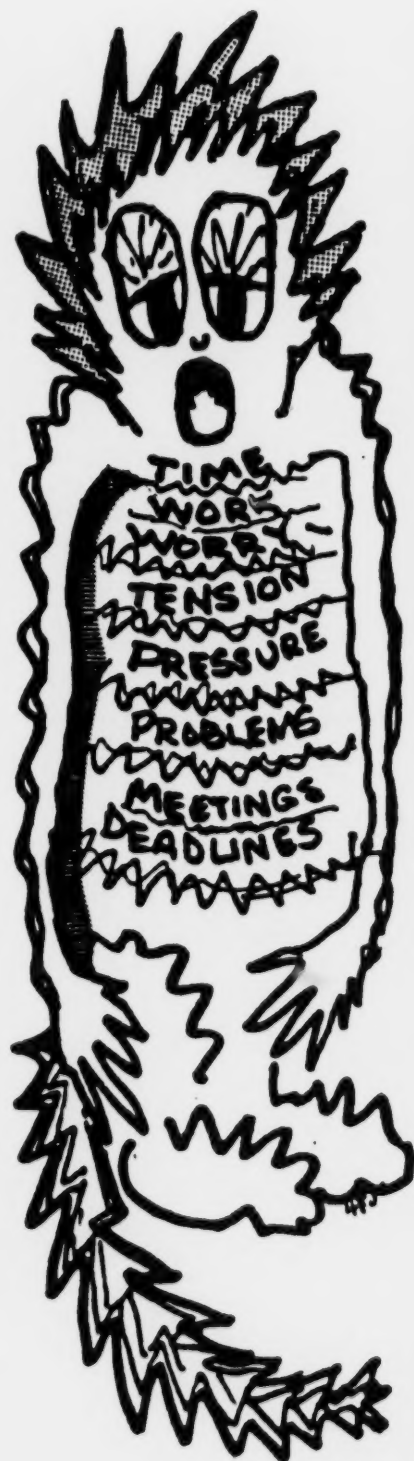
Many of the signs and symptoms of distress are a result of poor physical habits. By making positive changes in the areas below, we can reduce many of the common stress related problems: headache, backache, fatigue, anxiety, insomnia, and irritability.

Good nutrition: Most of us need to *reduce* our intake of caffeine (coffee, tea, cola, chocolate), highly refined carbohydrates (sweet rolls, doughnuts, pancakes), saturated fats, and salt. Most of us need to *increase* our intake of fresh fruits and vegetables, legumes, nuts, whole grain breads and natural sugars (honey).

Regular exercise: It's a good practice to do stretching exercises and to go for walks on a daily basis. Some form of aerobic exercise which works the heart and lungs (running, swimming, biking, aerobic dance) is also recommended three or four times a week.

Adequate sleep: Getting sufficient rest (6-8 hours per night) is critical for being able to deal with stress. If insomnia is a problem, a combination of exercise, relaxation techniques and positive self-talk can assist in getting a good night's rest.

Energizing breaks: Any change-of-pace activity—taking a walk, visiting with a friend, getting involved in exercise or stretching, having a healthful snack—can help to overcome the mid-morning or afternoon doldrums. Try to resist coffee or junkfood breaks.



Mental Approaches

Since much of the stress we experience is self-induced, we can turn some of this around through specific mental approaches. Several ideas are included here.

Attitude toward life: Attitudes which seem helpful are "Stress is a normal part of life—not something to be avoided," "Every crisis involves danger and opportunity," "I'm likely to succeed at most things I try," and "If I do fail at something, I still won't view myself as a failure."

Calculated risks: People who continue to change, to grow and to take on new challenges are less likely to experience major crises in their lives. The philosophy "He (or she) who is not busy being born is busy dying" can be a useful one.

Realistic expectations: While we need to change and to develop, we also need to set realistic expectations. We need to look at the "shoulds," and "musts," and the "have tos" in our lives and constantly ask the question "Is this a realistic expectation?" Unrealistic expectations merely help to set us up for failure and disappointment.

Thought stopping: When a stressful event occurs, we often "catastrophize" about it and it is this negative "self-talk" which is largely responsible for our fear, our anxiety or our anger. Becoming aware of the negative self-talk and mentally using the word, "Stop!" can help to turn this around.

"We need to look at the 'shoulds', the 'musts' and the 'have tos' in our lives and constantly ask the question 'Is this a realistic expectation?'"

Positive self-talk: Used in conjunction with thought-stopping, positive self-talk can help us to confront stressful situations. Positive self-talk is any phrase that affirms our skills and empowers us to deal with the situation. Example: "If I take it one step at a time, I can handle this crisis."

Time management: Time is one of the most precious commodities we have. And it's one over which we have considerable control. It means saying "no" to some things and "yes" to others. It means making a list of things we want to accomplish and checking them off as we do them. Another strategy is to continually ask "What is the best possible use of my time right now?"

Social Approaches

When we are undergoing stress there is a natural tendency to withdraw from others or to lash out at them. Neither of these responses is very helpful. Thus, it's important that social strategies also be considered.

Effective communication: One of the things most missing in human relationships is feedback. This is true in families, in friendships and in work relationships. Each of us needs feedback on how we're doing and each of us needs to provide feedback to others. In addition, we need to find ways of expressing our needs to others and also to hear the needs being expressed by others.

"It means saying 'no' to some things and 'yes' to others."

Conflict resolution: Most major conflicts start out as minor disagreements but then escalate because they aren't addressed early on. Learning to deal with anger is a key, and the old advice passed down through the generations is useful: count to ten (or 30 or 200) and then report your anger to the other person. This allows the other person to respond to your anger without becoming angry or defensive.

Support network: Persons having a strong network of people who know and understand them live longer and are happier than those who don't. Supportive people accept us as we are, nurture us, and sometimes challenge us to do the things we most need to do. We need to take time to develop and nurture friendships, to be a friend as well as to lean on a friend in times of crisis.

Helping others: Citizens and professionals in the health and human services field have learned a major lesson in the last few years: that it is therapeutic to help other people. By reaching out and helping others we empower ourselves as well as the people who are being helped. Self-help groups understand this basic principle and have blossomed and expanded as a result.

"By reaching out and helping others, we empower ourselves as well as other people who are being helped."

Holistic Approaches

Certain approaches are holistic in the sense that they cut across the physical, mental and social dimensions of our lives. Here are four of the more important ones.

Relaxation and centering: Regular use of relaxation and centering can lower blood pressure, heart and respiration rates, and simultaneously reduce muscle tension. Only four things are needed for relaxation to occur: 1) a quiet environment, 2) a comfortable position, 3) a passive attitude, and 4) a mental device (a relaxing word repeated over and over or visualizing a scene that one finds to be peaceful and relaxing).

Humor and play: One of the first things we lose when we're under stress is our sense of humor. Humor and play are not only important for maintaining our perspective on life. Recent research has pointed out that they can be helpful in the healing process and in preventing serious illness in the first place.

Life planning: Each of us needs to dream dreams and set goals for the future. It's this ownership in our futures which adds meaning and purpose to life. These dreams and goals also serve as a critical ingredient for eustress. The other ingredient, of course, is acting on these dreams and goals on a day-to-day basis so they can become reality.

"Each of us needs to dream and set goals for the future."

Spirituality: Spirituality can take a number of different forms. Yet, it usually involves a recognition that we live in a world where people are interconnected with each other, where there is an interdependence between us and our physical environment, and where there is an interrelationship with a higher being. Faith in God can be a key dealing with some of the more troublesome questions in life.

And finally, a caution may be in order: don't dive in and try doing all these things at once—that might be the most stressful thing a person could do! Most of us have, over a period of years (40 years for me), developed a number of habits that make us vulnerable to stress. Any changes should be gradual—slowly integrating these changes into a lifestyle which is more resistant to stress. Developing a personal contract with specific actions and target dates can be a useful way of getting started. I hope you have fun trying some of these ideas!

Changing Negative Self Talk
(Example)

Stressful Situation: Facing a work deadline.

Negative Self Talk & Images

"I'll never get finished."

"If I miss this deadline, I've really blown it."

"Why am I so anxious? I hate feeling like this."

"I can't stand this pressure. It gets me too upset."

"I must get going. I must hurry if I'm going to finish."

(Picture missing the deadline and things falling apart.)

(Thinking about someone else who would probably do a better job.)

Positive Self Talk & Images

"Breathe deeply, repeat the word re-lax, and take it one step at a time."

"It's OK to be a bit tense, but I don't have to worry."

"Just hang in there and do the best you can. You don't have to be perfect."

"I'll do better if I stay calm. I can handle this situation."

"If I take my time, I will be able to finish the job and do it well."

(Visualize yourself staying calm and in control.)

(Visualize yourself doing a good job and give yourself credit for it.)

RELAXATION/CENTERING STAGES

I. LETTING GO

1. Find a quiet place where you can feel comfortable. . .
Regular chair-feet flat on floor, spine erect, arms relaxed at sides or in lap; rock back and forth to find your balance
Recliner - lie back, shifting your weight until comfortable; allow recliner to support you; relax
Floor-lie down with feet and legs extended or with legs up and feet flat on floor; shift weight; allow floor to support you; relax
2. Take a few deep breaths, exhaling completely - inhaling slowly and naturally. Don't force it - just allow your breathing to become deep and rhythmic.
3. Focus your attention on the outside world by saying "I am aware of _____."
4. Now, close your eyes, focus your attention on your internal world (body and sensations). Say "I am aware of _____."
5. Silently say to yourself "I am allowing myself to relax, completely relax."

II. PHYSICAL RELAXATION

Now, do one (or more) of the following:

1. Body Scanning
 Start with your toes and move up your body. Ask "Where am I tense?" Wherever you discover a tense area, exaggerate it slightly to become aware of it, then allow it to relax.
2. Progressive Muscle Relaxation
 Alternately tense (for 5-7 seconds) and then relax (for 15-30 seconds) each of the muscle groups in your body. Repeat two or more times for each of the following:
 eHands, forearms, biceps
 eHead, face and throat including forehead, cheeks, nose, jaws, lips, tongue and neck
 eShoulders, chest, stomach, upper and lower back
 eThighs, buttocks, calves, and feet
 Allow each muscle group in your body to become calm and relaxed.
3. Use Autogenic Phrases
 Silently say to yourself:
 "My arms are warm and heavy"
 "My legs are warm and heavy"
 "My heartbeat is calm and regular"
 "My solar plexus (abdomen) is warm"
 "My forehead is cool and relaxed"
 "My breathing is deep and rhythmic."

III. MENTAL RELAXATION

Now, bring one of the following images to mind:

1. To Relax:
 Visualize a place that you find relaxing and peaceful--a seashore, a lake, a park, a wilderness setting, a spot by a waterfall. Visualize it in all of its detail: let the sights, sounds, colors and smells come to you in all their detail. Now visualize yourself entering that setting. Become a part of the setting and let it become a part of you. Allow yourself to enjoy the peace and calm that come from this setting. Silently say to yourself "My mind and emotions are calm and relaxed."
2. To Make a Decision:
 Visualize yourself in a woods and make a decision re. which path to take.
3. To Solve a Problem:
 Visualize yourself going through a tunnel or climbing a mountain and finding an answer on the other side.
4. To Gain Control:
 Visualize yourself acting with confidence in a difficult situation.
5. To Achieve Wellness:
 Visualize yourself as the picture of health, with high energy levels and vitality.

IV. SELF-HYPNOSIS

Concentrate now on your breathing. Feel the air as it gently flows in and out of your body, relaxing you more with each breath you take. Allow your breathing to take you to even deeper levels of relaxation by counting backward from 10 to 1, each time you exhale. You might wish to visualize yourself riding down an escalator or going from the tenth to the first floor in an elevator. Feel your entire being becoming increasingly relaxed and centered--your mind, body and emotions functioning in harmony and oneness. Repeat the word "harmony" or "oneness" with each new breath you take.

Now, you can redirect your energy toward personal growth by using statements such as:

"I am a capable, worthwhile, loving person."
 "I am in tune with my own inner strength."
 "I can choose how I will think, act and feel."
 "I will approach each day with a fresh perspective."
 "I am more loving to myself and able to be more loving to others."
 "I will _____."

To end the relaxation/centering exercise, silently say to yourself "I am going to count from 5 to 1. When I reach the number 1, I will open my eyes and be totally refreshed and revitalized." Then count slowly from 5 to 1, open your eyes, and take a deep breath. Say to yourself "I am completely refreshed and revitalized."



Death of a farm

The loss of a farm can be like a death in the family. People go through predictable stages of grieving. This publication is designed to help farm families and communities understand what it's like to cope with the loss of a farm.

Lyle sat in his pickup by the side of the road surveying the land he and generations before him had farmed. Every day since the sale of the family farm over a year ago he has made this bittersweet pilgrimage. The heat of the day, the gentle curves of the land, the smells, the sounds, the absence of a breeze all ring familiar. Yet the comfort and solace are gone. Now Lyle is an alien in this land of his forebearers. The loss of the century farm has been much more than an economic disaster. There has been a loss in the family. A huge loss. For Lyle, the burden of grief weighs heavy on his soul.

Lyle is not unique in our rural communities but rather representative of ten percent of our farmers who may be forced to leave the land within the next year. Typically, the loss of the family farm is viewed as a "business failure." Yet in the farm family's mind there looms a deeper loss, for the failure is not just a business crisis but rather the failure of a generational trust. It means losing the sacred trust of previous generations as well as the poignant

realization that the family blood line will no longer work the soil.

Coping with the loss of a farm is a very painful time for a farm family. They will likely experience strong anger and hostility, deep depression and self-pity, debilitating guilt and helplessness. They may even become outsiders in their own communities. Every member in the family shares in the sorrow, which doesn't end with the sale of the farm.

The grief and pain following the loss of the farm is similar to the grief felt over the loss of a loved one. This grief follows certain predictable stages and includes: shock, confusion, strong emotions, guilt, complete recognition of the loss, and recovery. The stages often overlap. Some may last only a few minutes -- others, months. It takes time to heal. Even years later the pain can recur. Planting time, birthdays, anniversaries, or a TV commercial advertising machinery can cause it. Less obvious causes are hidden in the complexity of grief--it may mean that one phase of grieving has not been completed.



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shock

The first stage of grief over the loss of the farm is shock--a numbness. There is an emotional inability to accept the reality of the loss. Everything inside shouts "No!" The mind struggles to escape, and a frequent refuge is found in asking the unanswerable "Why?" Tears may be a first reaction for some. Others may become hysterical. Emotional explosions can occur. Some may be unable to cry. In extreme cases it may be weeks or months before something suddenly triggers the release brought by crying. Still another sign is withdrawal. The very private person may say little, but he or she still needs to be supported and comforted by the presence of loving, accepting people.

During the moments of shock and denial, the best role of a comforter is physical presence and accepting listening. The family needs physical touching--a holding close, offering your shoulder, your hand on a shoulder, or a warm hand clasp. A few words of repetitive assurance are important. This is not the time for explanations, cliches, or even religious comfort because words cannot be heard. Physical presence is enough.

confusion

The second stage of grief is one of mental confusion. The grieving family may feel out of touch with the ordinary happenings of life. There is a need to cry and cry, to talk and talk. The substance of talking may be foolish. Actions may be out of character. Records may be scattered and appointments forgotten. Some families shy away from decisions during this period; others plunge recklessly into actions that they may later regret. It is wise for most family members not to make major decisions during this time. A trusted relative or neighbor may need to be called in to help with everyday decisions.

strong emotions

When the loss of the farm begins to sink in family members may experience strong feelings of helplessness, hurt, and frustration. Anger may shoot out in all directions--to bankers, the legislature, agricultural specialists, neighbors, family members, and even God. Feelings of "How could they do this to us?" are common.

During this time, some individuals can get caught up in shame--"I shouldn't feel this way!" "How can I say such things?" It is best to get these feelings out, not let them simmer inside and interfere with growth through the grieving process. Not everyone needs emotional outbursts. Some people can allow anger to surface and simmer away silently. For most of us, talking openly helps us lose our feelings of anger.

guilt

Guilt follows the anger stage. It is important to remember that the stages of grief are overlapping. Guilt and anger may intertwine. Family members may realize things they should have done and didn't. They may want another chance to erase the failure. This is the period of "if only's." During this period thoughts of suicide may surface. What is needed is a listener, someone to tell how badly they feel and know they won't be rejected. Judgments and criticisms given to farm families now only make matters worse. What is needed is acceptance and listening.

If you suspect a person may be suicidal, do not leave him or her alone--get help. You might contact an area crisis line, county mental health center, local hospital psychiatric department, minister, or a local therapist.

recognition

This is probably the most painful stage of the grieving process. Thoughts of suicide may occur now too. The reality of the loss of the farm is fully felt. Lyle's feelings are representative of this period. Sadness, depression and self-pity are frequent. One may feel overcome with the task of putting life back together again. There is a great need for a good and patient friend, one who can be present frequently and regularly; one who will not reduce the magnitude of what was lost. This kind of friend is a life saver.

recovery

Feelings of relief are difficult to admit and acknowledge openly. There is "light at the end of the tunnel," as well as some energy to cherish what has not been lost. Feelings of relief are the beginnings of the recovery stage. As hope grows stronger, a new life starts with constructive efforts to reach out and build anew. Recovery doesn't occur at once. Anxiety and guilt still recur. Yet there is a beginning.

The road to recovery following the loss of the farm is a rocky one. Some families will cope and accept the loss sooner than others. Often friends, neighbors and communities find it difficult to help. Clergy, bankers, and other professionals may not be geared up to work with either the number of farm families or the complex set of feelings and thoughts that exist as farm families learn to live with their loss. Compounding the problem is the reluctance of many farm families to reach out during their period of grief.

What can you do?

What can individuals and communities do to help their neighbors recover from the loss of their farm? The following are a few options:

- Become familiar with the stages of grief that your neighbors may experience. This will help you understand the painful journey ahead.
- Recognize that this is a unique economic period. Our rural communities are used to 1 to 1 1/2 percent loss of the farm population, not the percentage we anticipate over the next three years. Denial of problems is a luxury we can't afford.
- Don't blame or judge your neighbors or yourselves.
- Don't let the people who have supported community institutions fall through the cracks. Check out who is missing from church and community meetings. Rekindle your neighborly concern and caring.
- Volunteer to be available to neighbors who are hurting. The loss of a farm is a loss in dignity. Reach out.
- Contact your church and other community organizations to discuss how you can be supportive to farm families on the edge.
- Call your county extension office and ask how you can be involved in "ASSIST." A special appropriation from the Iowa Legislature allows extension to expand programs in farm financial planning, management, and counseling through ASSIST. The community response is an important part of the ASSIST program, with community resource committees formed at the option of local communities.

- Check out community resources. Find out the details of what each group has to offer, what the waiting time may be, what the fees are. Sometimes people in crisis can't ask the questions. If they can't act on your referral, go with them or find a friend to help.
- Familiarize yourself with farm family advocacy groups and find out what they have to offer.
- Familiarize yourself with agricultural policy issues. Policy issues do impact the farm enterprise and being a skilled farm technician and manager is not always enough.

In the next three to five years, many Iowa farm families and rural communities will experience significant changes in response to current agricultural financial conditions. Adjustments in farm business operation, occupation, family life, community organizations and services will be required. For many Iowans, this period may be the most difficult they have faced. But they should not have to suffer alone and in silence. Farmers and communities have to pull together to help those who have contributed so much in the past.

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THE CAREER DECISION MAKING STEPS

Unlike the Chinese saying, "A journey of a 1000 miles starts with the first step," career decision making involves a series of steps in order to reach our goal of a new career. The way we make our career decision as well as any other decisions we make (personal, family, financial, etc.) are essentially the same.

The following is a brief outline of the steps associated with the career decision process:

STEP 1: Statement of the problem/commitment to doing something about it

A clear statement of the problem or decision to be made helps keep you on track in the next steps and prevents consideration of alternatives that will not meet your needs.

STEP 2: Needs assessment

Basically a self-assessment step, involves taking time to consider the skills, interest, and values you want to mold into future career direction.

STEP 3: Generate alternatives

With a clear picture of the skills, interests, and values you want to use as a foundation for a future career direction, you are ready to generate alternatives to increase your chances of discovering the satisfying alternative you are seeking.

STEP 4: Explore Alternatives

The ideas you come up with in Step 3 are just that, ideas only. This is often called the information gathering step. Not following through at this stage of decision making is sometimes an indication that you are not as committed to making a decision as you thought you were.

STEP 5: Analyze information/decide

Only after you have gathered all the facts necessary to make your decision are you ready to begin evaluating them for the most desirable alternative. Consideration of the advantages and disadvantages of each alternative is one way to do this or identifying the best that could happen, the worst, and what is likely to happen if you pursue each alternative.

STEP 6: Implement or recycle

This can be a difficult step because carrying out a decision confronts us with the risks involved, particularly the risk of failing. Implementation is the truest test of your commitment to make a decision. If you find yourself agonizing over whether you have made the right decision (Step 5) or are afraid to implement it (Step 6) it is usually an indication you are not ready to decide and need to recycle back up to one of the previous steps.

STEP 1: STATEMENT of the PROBLEM/COMMITMENT to DOING SOMETHING ABOUT IT

Put into writing(short sentences/paragraphs) your statement of the problem and your commitment to do something about it.



The image shows a sheet of lined paper with a large, dark, irregular shape covering the central portion, likely a redaction or a large smudge. The shape is roughly rectangular with jagged edges and a dense, grainy texture. It obscures several lines of the paper. Below the main redacted area, there is a smaller, semi-circular dark shape at the bottom center. The page number '30' is visible in the bottom right corner.

-Notes-

-Notes-

STEP 2 : BEGINNING THE SELF ASSESSMENT

Since we have taken our first step in the career making process, let us now go on to the next step of needs assessment. In career planning this is usually referred to as the self assessment step. It consists of thoroughly reviewing the skills, interests and values we want to mold together into a future career direction.

One prominent expert in the field of career development, Richard Bolles, suggests we think of this step in terms of two basic questions. They are:

> WHAT skills do I have and enjoy using?

> WHERE would I like to use my enjoyable skills? In terms of:

1. our special knowledge
2. what we want the goal of the organization to be where we are working
3. the amount of responsibility and salary we desire
4. the working conditions we prefer
5. the kinds of people we want to be working with
6. and where, geographically, we want to be living

We will devote approximately six hours of the course to these two questions. This will be a good start on our self-assessment, but if you have the time and initiative, it is recommended that you do more on your own. A good resource to help you with this is Bolles's book, What Color is Your Parachute? A Practical Manual for Job-Hunters & Career-Changers. This book is revised yearly.

IDENTIFYING WHAT SKILLS YOU HAVE AND ENJOY USING

Whether you are making decisions about career/job change or further education and training, it makes sense to head in a direction for which you have the basic aptitude or potential to be successful. You may have a talent or ability that you do not enjoy using so it is important to consider those that we enjoy using. When we are using our enjoyable skills we are probably going to be doing whatever it is in an above average manner and be happier with ourselves.

Another question to answer then, before deciding what direction to head, is, "What skills do I have and enjoy using"? Yet, many people do not know what their aptitudes, potentials, strengths or abilities (hereafter called skills) are and often ask, "How can I find out?" There are basically two methods:

Aptitude or Achievement Testing : The most frequent use of aptitude tests (tests which assess potential to do something) and achievement tests (tests which assess what you can actually do) is the assessment of academic potential/skills. Many colleges use tests to help students identify what course subjects and programs they might be most successful in. Tests are also used to help people identify job related skills, the most frequently used one being the General Aptitude Battery (GATB) given by the Job Service. It is a paper and pencil test and needs to be interpreted by a trained professional. The Career Planning Program (CPP) you are taking during the course is another commonly used test or assessment instrument. It is possible to understand this instrument without professional assistance, but you are encouraged to visit with a career counselor about your results.

Achievement Analysis : This method of identifying our skills involves analyzing your past achievements to discover the skills we have used. The idea behind it is that analyzing activities we have done and felt good about at the time will reveal the skills we most enjoy using. It is probably the quickest and most thorough way for us to discover our enjoyable skills. Anyone can learn to do it. You can begin by following the instructions on page 28 for making a list of your achievements. After you have selected the seven achievements you are most proud of you can use the skills checklist on page 30. Your last step is to review the skills you checked and decide which ones you most enjoy using. Record these on page 31.

Again, if you are asking yourself such questions as, "What would I be good at?" or "What can I get into that I would do well at?" think first about the skills you enjoy using and then look for jobs that will allow you to use these skills immediately, or if you are not qualified for those jobs, look for education and training opportunities that can help you develop these skills further.

As a warm-up activity to identifying your enjoyable skills, try "The Party" exercise on the next page. The main idea of this activity is that we enjoy being around people who enjoy using the same skills we do.

YOUR CAREER PLANNING REPORT

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 GARDEN GROVE CO 80023
 PHONE 305/555-1070

Trial Job Choices You Reported

Accountant [Job Family D]
 Engineer [Job Family M]
 How sure were you?--Not Sure

6. SOCIAL SERVICE

JOB FAMILIES AND SAMPLE JOBS

- T. GENERAL HEALTH CARE**
 Nursing aides, dental assistants, licensed practical nurses, physical therapy assistants, registered nurses, dietitians, occupational therapists, physicians, speech pathologists
- G. EDUCATION AND RELATED SERVICES**
 Teacher aides, preschool teachers, athletic coaches, college teachers, guidance/career/etc. counselors, elementary and secondary school teachers, special education teachers
- V. SOCIAL AND GOVERNMENT SERVICES**
 Security guards, recreation leaders, police officers, health/safety/food/etc. inspectors, child welfare workers, home economists, rehabilitation counselors, sanitarians, social workers
- W. PERSONAL/CUSTOMER SERVICES**
 Grocery baggers, bellhops, flight attendants (stewards, stewardesses), waitresses and waiters, cosmetologists (beauticians), barbers, butlers and maids

Your Interests Rank*	Middle
Your Experiences Rank*	Lowest
Your Level on Some Relevant Abilities**	
Reading Skills	Medium
Language Usage	High
Meeting People (Self-rated)	Low
Helping Others (Self-rated)	Medium

CAREER PLANNING SERVICES

ACT

1. BUSINESS CONTACT

JOB FAMILIES AND SAMPLE JOBS

- A. MARKETING AND SALES**
 Sales workers in stores, route drivers (milk, etc.), buyers, travel agents, sales workers who visit customers (real estate and insurance agents, stock brokers, farm products, office, and medical-supplies sales workers)
- B. MANAGEMENT AND PLANNING**
 Store, motel, restaurant, and agribusiness managers, office supervisors, purchasing agents, managers in large businesses, recreation/parks managers, medical records administrators, urban planners

Your Interests Rank*	Highest
Your Experiences Rank*	Middle
Your Level on Some Relevant Abilities**	
Numerical Skills	High
Language Usage	High
Sales (Self-rated)	Low
Leadership/Management (Self-rated)	High

2. BUSINESS OPERATIONS

JOB FAMILIES AND SAMPLE JOBS

- C. RECORDS AND COMMUNICATIONS**
 Office, library, hotel, and postal clerks, receptionists, computer tape librarians, office, medical, and legal secretaries, court reporters
- D. FINANCIAL TRANSACTIONS**
 Bookkeepers, accountants, grocery check-out clerks, bank tellers, ticket agents, insurance underwriters, financial analysts
- E. STORAGE AND DISPATCHING**
 Shipping clerks, mail carriers, truck and cab dispatchers, airtraffic controllers
- F. BUSINESS MACHINE/COMPUTER OPERATION**
 Computer console, printer, etc. operators/office machine operators, typists, word-processing equipment operators, statistical clerks

Your Interests Rank*	Highest
Your Experiences Rank*	High
Your Level on Some Relevant Abilities**	
Numerical Skills	High
Language Usage	High
Clical Speed/Accuracy	Medium
Organization (Self-rated)	High

JOB CLUSTERS

5. ARTS

JOB FAMILIES AND SAMPLE JOBS

- G. APPLIED ARTS (VISUAL)**
 Floral arrangers, merchandise displayers, commercial artists, fashion designers, photographers, interior designers, architects, landscape architects
- R. CREATIVE/PERFORMING ARTS**
 Entertainers (comedians, etc.), actors/actresses, dancers, musicians, singers, composers, writers, art, music, etc. teachers
- S. APPLIED ARTS (WRITTEN AND SPOKEN)**
 Advertising copywriters, disk jockeys, legal assistants, advertising account executives, interviewers, reporters, public relations workers, lawyers, librarians, technical writers

Your Interests Rank*	Lowest
Your Experiences Rank*	Middle
Your Level on Some Relevant Abilities**	
Language Usage	High
Speech Relations	Low
Creative/Artistic (Self-rated)	Low
Creative/Writing (Self-rated)	Medium

4. SCIENCE

JOB FAMILIES AND SAMPLE JOBS

- M. ENGINEERING/OTHER TECHNOLOGIES**
 Engineers and engineering technicians, lab technicians, computer programmers and technicians, drafters, food technologists
- N. MEDICAL SPECIALTIES/TECHNOLOGIES**
 Dental hygienists, EEG and EKG technicians, opticians, prosthetics technicians, X-ray technologists, dentists, pharmacists, veterinarians
- O. NATURAL SCIENCES AND MATHEMATICS**
 Agronomists, biologists, chemists, mathematicians, physicists, soil scientists
- P. SOCIAL SCIENCES**
 Marketing research analysts, anthropologists, economists, political scientists, psychologists

Your Interests Rank*	Lowest
Your Experiences Rank*	Lowest
Your Level on Some Relevant Abilities**	
Reading Skills	Medium
Numerical Skills	High
Language Usage	High
Scientific (Self-rated)	Low

LEVEL 2 REPORT

for the ACT CAREER PLANNING PROGRAM

3. TECHNICAL

JOB FAMILIES AND SAMPLE JOBS

- G. VEHICLE OPERATION AND REPAIR**
 Bus, truck, and cab drivers; mechanics; forklift operators; airplane pilots; ship officers
- H. CONSTRUCTION AND MAINTENANCE**
 Carpenters, electricians, painters, bulldozer operators, building inspectors, custodians
- I. AGRICULTURE AND NATURAL RESOURCES**
 Farmers, livestock ranchers, landscape gardeners, tree surgeons, plant nursery workers
- J. CRAFTS AND RELATED SERVICES**
 Cooks, meatcutters, bakers, shoe repairers, piano/organ tuners, laundries, jewelers
- K. HOME/BUSINESS EQUIPMENT REPAIR**
 Repairers of TV sets, appliances, typewriters, telephones, heating systems, photocopiers, etc.
- L. INDUSTRIAL EQUIPMENT OPERATION AND REPAIR**
 Machinists, printers, welders, industrial machinery repairers, production painters, firefighters, machine operators

Your Interests Rank*	Middle
Your Experiences Rank*	Highest
Your Level on Some Relevant Abilities**	
Mechanical Reasoning	Medium
Speech Relations	Low
Numerical Skills	High
Manual Dexterity (Self-rated)	Medium

*Ranking shows how your interests or experiences in this cluster compare to your interests or experiences in the other clusters. See pages 22-24 of your CPP Career Guidebook.

**Ability levels are based on CPP tests, unless otherwise noted. Reading, language, and numerical skills are important in each cluster. However, these skills are based only in the clusters in which they are most important. See pages 22-24 of your CPP Career Guidebook.

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HOW TO USE YOUR REPORT

Check off each step as you finish it.

- ☐ 1. Each of the six boxes above contains a Job Cluster. Look over the Clusters and the Job Families in each.
- ☐ 2. When you took the CPP, you recorded trial job choices of Accounting and Engineering. Look at the Job Families containing these jobs: Family 3 and Family 11. Note that the computer has printed a "C" (for "choice") by each.
- ☐ 3. Your interest scores ranked highest for Clusters 1 and 2. (These scores summarize the likes and dislikes you marked for work-related activities.) Look through the Job Families in Clusters 1 and 2. Then print an "I" (for interests) by Job Families for which you would like to see a list of jobs.
- ☐ 4. Your experience scores ranked highest for Clusters 2 and 3. Print an "E" (for experiences) by Job Families in these clusters you might want to examine further.
- ☐ 5. The overall level of your abilities appears to be highest in Clusters 1 and 2. Print an "A" (for abilities) by Job Families in these clusters you might want to examine further.
- ☐ 6. By now you may have several Job Families marked "C," "I," "E," or "A." Circle at least three of these for which you would like to see a list of jobs. At least one should be a "C" family. In choosing, think about what you want most from a job. For example, if liking the day-to-day job tasks is important, pay special attention to the families marked "I."
- ☐ 7. Turn to the Job Family Charts on pages 14-23 of your CPP Career Guidebook. Find the Job Families you circled and circle any jobs that might be right for you. Then, copy the information on those jobs onto the lines below. List at least three jobs.

Job Possibilities	Job Description	Preparation Level

Use lines on the back if you need more room.

*See key on back of report.

- ☐ 8. See pages 6-9 of your CPP Career Guidebook for the next steps.

INFORMATION FOR COUNSELORS AND ADVISORS

(Pages 22-24 of your CPP Career Guidebook explain this section.)

CAROL P. PALESON

SOC. SEC. NO. 373-11-0771

DATE OF BIRTH: 1/27/1967 SEX: F

H.S. GRAD. YR: 1985

ED. LEVEL: H.S. Junior

DATE SCORED: 10/83

INSTITUTION: GARDEN GROVE H.S.

GARDEN GROVE, CA

ADVISOR CODE: 19

INTERESTS	Self Score (1-9)	Percentile Ranks				Experiences Related to Interests				
		Lower Quarter	Middle Half	Upper Quarter						
Business Contact	2	5	10	25	40	60	75	90	95	Middle Highest Highest Lowest Middle Lowest
Business Operations	2	5	10	25	40	60	75	90	95	
Technical	2	5	10	25	40	60	75	90	95	
Science	2	5	10	25	40	60	75	90	95	
Arts	2	5	10	25	40	60	75	90	95	
Social Service	2	5	10	25	40	60	75	90	95	
Local Items: 1-B, 2-E, 3-A, 13(CS)										
WORLD-OF-WORK MAP SUMMARY (See Back of Report)										
Job Choice Regions: 04 07 08 Interest Regions: 03 04 05 Experience Regions: 04 05 06 Ability Regions: 03 04 05										

Additional Scores	ABILITIES	Self Score (1-9)	Percentile Ranks							
			Lower Quarter	Middle Half	Upper Quarter					
4	Reading Skills (RS)	4	5	10	25	40	60	75	90	95
6	Numerical Skills (NS)	6	5	10	25	40	60	75	90	95
6	Language Usage (LU)	7	5	10	25	40	60	75	90	95
6	RS - NS - LU	6	5	10	25	40	60	75	90	95
5	Mechanical Reasoning	5	5	10	25	40	60	75	90	95
3	Space Relations	3	5	10	25	40	60	75	90	95
6	Clarith Speed/Accuracy	6	5	10	25	40	60	75	90	95
*State scores for CPP-tested H.S. Juniors										
ASKED FOR HELP WITH:	Reading Skills	Study Skills	Writing Skills	Math Skills	Career Plans	Physical Disability	Financial Educ.			
	Yes	Yes	No	No	Yes	No	?			

Long Range Educational Goal:
2-year college degree
(voc/tech, college transfer,
nursing, etc.)

Institutional Choices:
ARAPAHOE CITY COL
LITTLETON CO

LINCOLN INSTITUTE OF TECH
NORTH FORT CO

Planned Enrollment Date	Full-time Student	Day or Evening Classes
01/85	Yes	Day
Plans to Work	Local Program Codes	Est. ACT Composite Range
1/1 hrs/week	1st 027 2nd 153	14-20

HIGH SCHOOL RECORD

Courses Taken or Planned	No. of Years	Last Grade
Biology	1	C
Chemistry	0	
Physics	0	
Algebra	1	A
Geometry	0	
Trigonometry	0	
English	3	B
Foreign Lang.	0	
Business	1	B
Vocational	1	A

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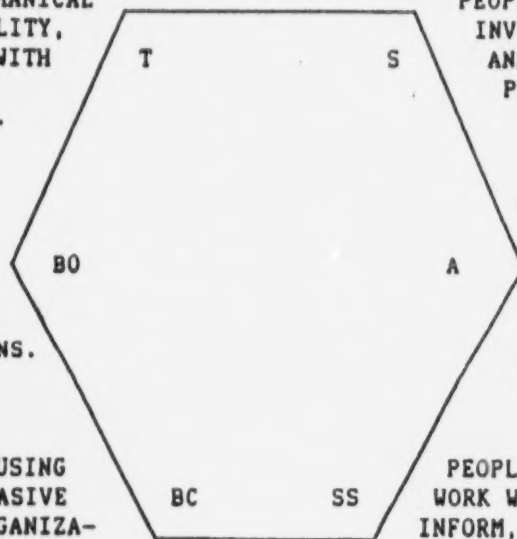
THE PARTY

Below is an aerial view (from the floor above) of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room - as described below.

PEOPLE WHO HAVE MECHANICAL AND/OR ATHLETIC ABILITY, AND PREFER TO WORK WITH OBJECTS, TOOLS, MACHINES OR ANIMALS.

PEOPLE WHO LIKE TO WORK WITH DATA, HAVE CLERICAL OR NUMERICAL ABILITY, AND LIKE TO WORK IN STRUCTURED SITUATIONS.

PEOPLE WHO LIKE TO WORK WITH PEOPLE - USING LEADERSHIP OR PERSUASIVE SKILLS TO ATTAIN ORGANIZATIONAL GOALS, OR ECONOMIC GAIN.



PEOPLE WHO LIKE TO INVESTIGATE AND/OR ANALYZE, AND SOLVE PROBLEMS.

PEOPLE WHO HAVE ARTISTIC SKILLS- LANGUAGE, ARTS, MUSIC, DRAMA, OR WRITING; AND PREFER UNSTRUCTURED ACTIVITIES.

PEOPLE WHO LIKE TO WORK WITH PEOPLE-TO INFORM, ENLIGHTEN, TRAIN, DEVELOP, OR CURE THEM.

1. Which corner of the room would you instinctively be drawn to, as the group of people that you would most enjoy being with: (Leave aside any question of shyness, or whether you would have to talk to them.) Write the letter(s) for that corner in the box to the right of this paragraph.

2. After fifteen minutes, everyone in the corner you have chosen leaves for another party across town, except you. Of the groups that still remain, now, which corner or group would you be drawn to the most, as the people you would most enjoy being with? Write the letter(s) for that corner in the box to the right of this paragraph.

3. After fifteen minutes, this group too leaves for another, except you. Of the corners and groups which remain now, which one would you most enjoy being with? Write the letter for that corner and group in the box to the right of this paragraph.

* Adapted from The Quick Job-Hunting Map by Richard Nelson Bolles and the National Career Development Project. Copyright (c) 1975. Used with permission of Ten Speed Press, Box 7123, Berkeley, CA 94707. A revised 1986 edition of this map may be obtained through the publisher for \$2.45 postpaid.

INVENTORYING YOUR ACCOMPLISHMENTS

The first step in identifying your skills is to make a list of your accomplishments. When asked to do this, people often reply, "but I've never accomplished anything!" but we all have accomplished things in our lives. They don't have to be things for which you received special recognition from others; the only requirement is that it be something you enjoyed doing and felt you did well.

Directions : Divide your life up into stages as identified on page 9: Life-Span Approach to Work and Leisure. Begin with stage 1 and work through the stages 2,3,4,5, and 6. Recall 1 or 2 specific things you accomplished from that time in your life that you enjoyed doing and felt you did well. One additional twist to this exercise is to fill in the stages that you have not entered and do some futurist introspection.

LIFE STAGES WORK EDUCATION LEISURE

1

2

3

4

5

6

Now you are ready to begin making some decisions about which of these accomplishments you are most proud of. These should be listed on the next page.

SUMMARIES OF YOUR SEVEN MOST SATISFYING ACCOMPLISHMENTS

Now review your list of accomplishments on the previous page and decide on the 7 you feel best about. Then write a short paragraph about how you got involved with the activity, exactly what you did, and what you found rewarding about it. If there is not enough room on this page you may want to use additional pages to describe them.

#1

#2

#3

#4

#5

#6

#7

Use additional sheets of paper if necessary.

SEVEN SATISFYING ACCOMPLISHMENTS OR ACTIVITIES*

YOUR FUNCTIONAL/TRANSFERABLE SKILLS:

These are the skills which you can use in any job or field that is of great interest or concern to you.

	1	2	3	4	5	6	7
USING HANDS-assembling, building, operating tools or machinery, fixing, repairing, typing, showing dexterity or speed, making models, constructing.							
USING WHOLE BODY-creating, planning, doing outdoor activities, physical ed., sports, camping, hiking, skiing, playing, traveling.							
USING MIND-problem solving, troubleshooting, researching, analyzing, organizing, systematizing, remembering, judging, evaluating, diagnosing, appraising, assessing.							
USING INTUITION-showing foresight, perceiving, planning, policy-making, balancing factors, visualizing in 3rd dimension, able to read blueprints.							
USING CREATIVITY-imagining, creative imagining, creating, inventing, developing, designing, being an idea wo/man, applying theory.							
USING ARTISTIC ABILITIES-dealing creatively with colors, shapes, faces, spaces, music, paints, handicrafts, arts, drawing.							
USING WORDS-reading, copying, writing, talking, speaking, debating, public speaking, communicating, teaching, training, editing, instructing.							
USING HELPING SKILLS-being kind, being of service, rendering services to, interviewing, consulting, understanding.							
USING PERFORMING SKILLS-getting up before a group, demonstrating, lecturing, making people laugh, performing, acting, playing music.							
USING PERSUASION-influencing others, selling, promoting, persuading, negotiating, reconciling, manipulating, behavioral modification.							

7



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MY PREFERRED PEOPLE ENVIRONMENT

ANOTHER WAY TO THINK ABOUT ENVIRONMENT IS IN TERMS OF THE KINDS OF PEOPLE YOU PREFER BEING AROUND.

THIS IS AN EXTREMELY IMPORTANT CONSIDERATION BECAUSE THE SINGLE MOST IMPORTANT REASON FOR LEAVING JOBS (or being asked to leave) IS INABILITY TO GET ALONG WITH CO-WORKERS OR THOSE WE WORK FOR, OR WHO WORK FOR US.

DIRECTIONS: THE EASIEST WAY TO DESCRIBE YOUR PREFERRED PEOPLE ENVIRONMENT IS TO THINK OF THE PEOPLE YOU MOST ENJOY BEING AROUND. WHAT DESCRIPTIVE WORDS WOULD YOU USE TO DESCRIBE THEM. WRITE THESE WORDS, USUALLY ADJECTIVES, IN THE SPACE BELOW.

DESCRIPTION OF MY PREFERRED PEOPLE ENVIRONMENT



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-Notes-

-Notes-

SHIFTING GEARS

We have spent considerable amount of time on Step number 2 of the decision making process and there is a very important reason for that. Just as you would not think of building a home without a set of blueprints describing exactly what you want built, neither do we want to make career decisions without knowing what personal skills, interests, and values we want incorporated into a future career direction.

In fact, one of the most common mistakes career planners make is getting in too much of a hurry for answers. This causes them to look "out there" before taking a good look "inside themselves" for clues as to what they are looking for. Deciding on a career direction is much too serious a matter to be taking shortcuts!

Having taken the time to thoroughly evaluate ourselves, we are now ready to begin using this information in planning and decision making.

One last remark. Our self evaluation and reevaluation should be an on going process.

STEP 3: DOING SOME CREATIVE PROBLEM SOLVING

It is now time to begin thinking about specific options for the future.

Good! You noticed that the statement was stated in the plural, not the singular. Some people spend only enough time generating options to come up with one solution to their problem or decision. When you think about it, though, what choice do they really have? We need at least two alternatives before we have a choice to make!

One of the reasons for thinking of one option instead of many is the idea that there is one best choice for us. This may be true for some problems/decisions, but not for career choice problems. We are multipotential people:

- > Who are capable of doing many things well.
- > Being equally satisfied doing them.

So we need to give ourselves the opportunity of thinking of many options before we begin narrowing down to the one we want to pursue next in our lives.

To help generate options we are going to use a technique called brainstorming.

First you need to complete the self assessment summary on the next page.



MY SELF ASSESSMENT SUMMARY

DIRECTIONS: Use the chart below to summarize the information you learn about yourself during your self assessment. Fill in the information, column by column, that is, list the 3 or 4 skills you most enjoy using before going on to list your preferred working conditions. Do not be concerned whether the information in one column makes sense with that of another column.

WHAT skills do I have and enjoy using? (see p. 31)	WHERE would I like to use them in terms of:		
	Working Conditions (see p. 32)	People Characteristics (see p. 33)	Values & Interests (see p. 34)

GENERATING CAREER OPTIONS FOR THE FUTURE

DIRECTIONS: Using your self assessment summary sheet, brainstorm as many career options as you can for each line of information. Then try it for the chart as a whole. Don't try to do it all by your self either - get others who know you involved in helping you.

[illegible]

OTHER WAYS TO GENERATE OPTIONS

YOUR FRIENDS and RELATIVES

Have them look at your assessment summary and see what ideas they come up with. They know you better than the people in the course and will probably come up with different ideas.

CAREER PLANNING PROGRAM

The main purpose of the Career Planning Program [CPP] you are taking as a part of this course is to help you generate options. When you receive your CPP Report it will help you relate your results to the Job Family Charts described below.

THE JOB FAMILY CHARTS

Use the Job Family Charts on page 41 of this guidebook or the complete Job Family Charts beginning on page 14 of your CPP Career Guidebook titled Planning Your Future . You will want to pay particular attention to the job clusters that correspond to your party code on page 27 of the guidebook and the result of your CPP.

GUIDE FOR OCCUPATIONAL EXPLORATION

This reference book organizes jobs into twelve basic worker interest areas or groups of related occupations(see page 37 for a list of the interest areas). It is designed to be used with another useful reference book, the Dictionary of Occupational Titles , also published by the Department of Labor. Together they describe all the jobs there are to do in the labor market. The Dictionary of Occupational Titles is available in most libraries or schools/ college career information centers and the Guide for Occupational Exploration is available at Blackhawk Technical College.

THROUGH YOUR EXPLORATION ACTIVITIES

See question number 7 on page 44 for further comments.

THE JOB FAMILY CHARTS*

The more than 21,000 jobs in the world of work can be grouped according to the "party" exercise on page 17. Each of these work environments or job clusters contains several job families and each job family contains many individual jobs. The jobs in each family are related, in other words, the people do similar kinds of work. Typical occupations associated with each of the 23 job families are listed below.

BUSINESS CONTACT JOB CLUSTER

- A. MARKETING AND SALES JOB FAMILY**
Sales workers in stores; route drivers (milk, etc.); buyers; travel agents; sales workers who visit customers (real estate and insurance agents; stock brokers; farm products, office, and medical supplies sales workers)
- B. MANAGEMENT AND PLANNING JOB FAMILY**
Store, motel, restaurant, and agribusiness managers; office supervisors; purchasing agents; managers in large businesses; recreation/parks managers; medical records administrators; urban planners

BUSINESS OPERATIONS JOB CLUSTER

- C. RECORDS AND COMMUNICATIONS**
Office, library, hotel, and postal clerks; receptionists; computer tape librarians; office, medical, and legal secretaries; court reporters; medical record technicians
- D. FINANCIAL TRANSACTIONS**
Bookkeepers; accountants; grocery check-out clerks; bank tellers; ticket agents; insurance underwriters; financial analysts
- E. STORAGE AND DISPATCHING**
Shipping and receiving clerks; mail carriers; truck, cab, and airline dispatchers; cargo agents; air traffic controllers
- F. BUSINESS MACHINE/COMPUTER OPERATION**
Computer console, printer, etc., operators; office machine operators; typists; word-processing equipment operators; statistical clerks

TECHNICAL JOB CLUSTER

- G. VEHICLE OPERATION AND REPAIR**
Bus, truck, and cab drivers; auto, bus, and airplane mechanics; forklift operators; merchant marine officers; airplane pilots
- H. CONSTRUCTION AND MAINTENANCE**
Carpenters; electricians; painters; custodians (janitors); bricklayers; sheet metal workers; bulldozer and crane operators; building inspectors
- I. AGRICULTURE AND NATURAL RESOURCES**
Farmers; foresters; ranchers; landscape gardeners; tree surgeons; plant nursery workers; pet shop attendants
- J. CRAFTS AND RELATED SERVICES**
Cooks; meatcutters; bakers; shoe repairers; piano/organ tuners; tailors; jewelers
- K. HOME/BUSINESS EQUIPMENT REPAIR**
Repairers of TV sets, appliances, typewriters, telephones, heating systems, photocopiers, etc.
- L. INDUSTRIAL EQUIPMENT OPERATION AND REPAIR**
Machinists; printers; sewing machine operators; welders; industrial machinery repairers; production painters; laborers and machine operators in factories, mines, etc.; firefighters

SCIENCE JOB CLUSTER

- M. ENGINEERING AND OTHER APPLIED TECHNOLOGIES**
Engineers and engineering technicians in various fields; biological and chemical lab technicians; computer programmers; computer service technicians; drafters; surveyors; technical illustrators; food technologists
- N. MEDICAL SPECIALTIES AND TECHNOLOGIES**
Dental hygienists; EEG and EKG technicians; opticians; prosthetics technicians; X-ray technologists; medical technologists; dentists; optometrists; pharmacists; veterinarians
- O. NATURAL SCIENCES AND MATHEMATICS**
Agronomists; biologists; chemists; ecologists; geographers; geologists; horticulturists; mathematicians; physicists; soil scientists
- P. SOCIAL SCIENCES**
Marketing research analysts; anthropologists; economists; political scientists; psychologists; sociologists

ARTS JOB CLUSTER

- Q. APPLIED ARTS (VISUAL)**
Floral designers; merchandise displayers; commercial artists; fashion designers; photographers; interior designers; architects; landscape architects
- R. CREATIVE/PERFORMING ARTS**
Entertainers (comedians, etc.); actors/actresses; dancers; musicians; singers; composers; writers; art, music, etc. teachers
- S. APPLIED ARTS (WRITTEN AND SPOKEN)**
Advertising copywriters; disk jockeys; legal assistants; advertising account executives; interpreters; reporters; public relations workers; lawyers; librarians; technical writers

SOCIAL SERVICE JOB CLUSTER

- T. GENERAL HEALTH CARE**
Nursing aides; orderlies; dental assistants; licensed practical nurses; physical therapy assistants; registered nurses; dietitians; occupational therapists; physicians; speech pathologists
- U. EDUCATION AND RELATED SERVICES**
Teacher aides; preschool teachers; athletic coaches; college teachers; guidance/career/etc., counselors; elementary and secondary school teachers; special education teachers
- V. SOCIAL AND GOVERNMENT SERVICES**
Security guards; recreation leaders; police officers; health/safety/food/etc. inspectors; child welfare workers; home economists; rehabilitation counselors; sanitarians; social workers
- W. PERSONAL/CUSTOMER SERVICES**
Grocery baggers; bellhops; flight attendants (stewards, stewardesses); waitresses and waiters; cosmetologists (beauticians); barbers; butlers and maids

* from The American College Testing Program

INTEREST AREAS AND WORK GROUPS*

ARTISTIC

Literary Arts
Visual Arts
Performing Arts: Drama
Performing Arts: Music
Performing Arts: Dance
Craft Arts
Elemental Arts
Modeling

SCIENTIFIC

Physical Sciences
Life Sciences
Medical Sciences
Laboratory Technology

PLANTS AND ANIMALS

Managerial Work: Plants and Animals
General Supervision: Plants and Animals
Animal Training and Service
Elemental Work: Plants and Animals

PROTECTIVE

Safety and Law Enforcement
Security Services

MECHANICAL

Engineering
Managerial Work: Mechanical
Engineering Technology
Air and Water Vehicle
Operation
Craft Technology
Systems Operation
Quality Control
Land and Water Vehicle
Operation
Materials Control
Crafts
Equipment Operation
Elemental Work: Mechanical

INDUSTRIAL

Production Technology
Production Work

Quality Control
Elemental Work: Industrial

BUSINESS DETAIL

Administrative Detail
Mathematical Detail
Financial Detail
Oral Communications
Records Processing
Clerical Machine Operation
Clerical Handling

SELLING

Sales Technology
General Sales
Vending

ACCOMMODATING

Hospitality Services
Barber and Beauty Services
Passenger Services
Customer Services
Attendant Services

HUMANITARIAN

Social Services
Nursing, Therapy and Specialized
Teaching Services
Child and Adult Care

LEADING-INFLUENCING

Mathematics and Statistics
Educational and Library Services
Social Research
Law
Business Administration
Finance
Services Administration
Communications
Promotion
Regulations Enforcement
Business Management
Contracts and Claims

PHYSICAL PERFORMING

Sports
Physical Feats

*from the Guide for Occupational Exploration, U.S. Department of Labor

STEP 4: EXPLORING YOUR CAREER ALTERNATIVES

Have you ever done something only to later say, "If I would have known then what I know now...." There is a way to minimize negative outcomes like this and it's by thoroughly checking out or investigating opportunities before committing any time, energy or money to them. In career planning language this is called exploration or reality testing and there are three ways to do it; reading, talking and trying.

READING : The main advantage of using reading to explore alternatives is that it requires the least amount of time; the main disadvantage is that it lacks reality, that is, it is difficult to know what a job or a learning experience will be like just by reading about it. Reading about your alternatives, however, is a good way to begin exploration.

TALKING : Word of mouth. How fast does good and bad news travels? Once you have narrowed down your list of alternatives, perhaps through reading, it's time to use a more realistic method of exploration. Talking to someone who is doing the kind of job you think you would like to do or has taken the program of study, can help you get a more realistic picture of what it's all about. It isn't as difficult as you might think. If it's a job alternative, perhaps you know someone who is doing it; if not maybe a friend knows someone; and if this doesn't work, consult the yellow pages to locate someone. Call them and arrange a visit. People like to talk about their work! Think about this - It could be used as a method of getting that type of job in that organization.

TRYING : Of the three methods, this is the most realistic and the most time consuming, but there is no better way to learn about something than doing it yourself. Unfortunately, trying it is not always feasible for every alternative. Part-time jobs and volunteer work are some ways to work around this problem, but if these aren't possible, you will have to rely on talking to people.

In summary, the more complete your information is about an alternative, the fewer surprises there will be in store for you if you pursue that alternative. As a minimum career exploration standard you should talk to at least two or three people who have experienced the alternative before deciding to experience it yourself.

SEVEN BASIC EXPLORATION QUESTIONS

Below are seven key questions you should ask in some way as you are exploring career options.

1. What skills and background did you have to get your job ? : You will want to know if the alternatives you are considering will allow you to use your enjoyable skills.
2. What do you like about your job ? : This question and the next will help you assess whether the options has the working conditions you are looking for or want to stay away from.
3. What do you dislike about it ?
4. How much money might a person expect to make working in this area ? : Generally the more money you want the more responsibility you must be willing to assume. Don't forget that a wage or salary is just part of the package. Look at the benefits (retirement, health, child care, dental, etc.), these are usually not taxable or deferred.
5. What are you trying to accomplish in your job ? : Why is the activity meaningful to them. How does it satisfy their values and interests, and of course, how do they answers match up with the values and interests you want satisfy?
6. What are some of the problems you encounter in your job ? : This is a different way of getting at the duties and responsibilities of the job. The advantages of asking it this way is that you zero in on the more challenging and difficult aspects of the job.
7. Where else might I find people using your skills and background in places I haven't though of ? : This is another way of generating options. People who are directly involved in an areas have the most knowledge about the unique or "maverick" work roles for that occupation that our own stereotypes might keep us from seeing.

GATHERING INFORMATION ABOUT YOUR CAREER OPTIONS

The chart below can be used to help you systematically collect information about your options so you can better evaluate them when you are ready to make a decision.

- Directions:
1. List the options you are considering.
 2. List the "bottom line" questions you need answered before you can decide to head in that direction.
 3. Explore each option until you have answers for each question. Note: You will probably want to make your own chart so you have more room to record the information you find out.

OPTIONS YOU WANT TO CONSIDER					ANALYZING & DECIDING
A. ____	B. ____	C. ____	D. ____	E. ____	
					1. _____
					2. _____
					3. _____
					4. _____
					5. _____
					6. _____
					7. _____

STEP 5: EVALUATING AND DECIDING

The information gathering you did in the previous step is and extremely important career planning activity because your decision will be only as good as the information it is based upon. We probably never have complete information to make decisions, but we want to have enough information that we can make an informed decision.

After researching your career options you are ready to evaluate the information and make a decision. There are many ways to do this, but a very simple technique is to list the advantages and disadvantages of each option. You can also think of this in terms of the reason for choosing an option and the reason against, or the best that could happen or the worst that could happen if you chose that option.

The next page is designed to help you do this kind of evaluation. After you have researched the options you wrote on the previous page you are ready to evaluate these options.

NOTE : The evaluation methods described above can be used to prepare for job interviews . Just ask yourself, "Why am I qualified for this job and why am I not?" The reasons why you are qualified provide information you will want to stress to the employer during the interview. The reasons why you may not be qualified might be areas the employer will want to question you about during the interview, and which you will want to be prepared to answer honestly and positively.

EVALUATING THE PROS AND CONS OF CAREER OPTIONS

Reasons for choosing this option

Reasons for not choosing this option

OPTION A: _____
|

OPTION B: _____
|

OPTION C: _____
|

SUMMING UP

After you have collected your facts, analyzed them, and decided, you should be able to answer two important questions:

- > What do you want to do?
- > Are you qualified to do it?

Naturally if the answer to the second question is "no" you are going to need some further education/training. A word of caution. Some people, particularly career changers, automatically assume they need to go back to school to change careers without checking to see if this is really necessary. As you have discovered, we all have something called transferable skills. Even though they were developed in one job career, they may be used in a seemingly unrelated area. With some reassurance, you now realize it is risky to assume anything when making career decisions and this is the reason your exploration activities are so important.

A word to job-hunters. These two questions are important to you, too, for they are frequently stumbling blocks in the job search. If we can not answer them to the satisfaction of employers, what happens? Rejection ! But when we take the time to assess what skills we enjoy using and where we would like to use them, we are much more able to communicate to employers what we can do for them, on our resume and/or during the interview. This is why your career objective is so important to your job search efforts.

NOTE : IF you can not answer these two questions you are not ready to decide and will need to recycle up to one of the previous decision making steps. If that does not help you may want to seek assistance from a friend or a career counselor.

STEP 6: IMPLEMENTING YOUR DECISIONS

As we stated at the beginning of the course, the goal of this learning experience has been to give you a career decision-making tool kit. Emphatically, you will be able to use this career decision making process for the decision you are considering now, and the many future career decision you will make during your life.

If you are like most participants, however, you probably have not made any definite decision on what you want to do next in your career. When you do decide your planning is not over. A decision is not fully complete until you implement it and it is at this point in decision-making that people often run into another barrier. Because implementing involves taking risks and risks can be stressful. Consequently, we may choose to avoid it altogether.

It would be nice if we could be guaranteed success in all our pursuits, but we can't. The future is always unknown. About the only thing we can be certain of in the future is change. Change and risk go hand in hand. The only way to achieve a new level of satisfaction in our work/life is to risk!

We can, however, minimize the stress of risk taking, by doing some concrete planning. The exercises on pages 50 and 51 will help you with this aspect of decision-making.

Herman

James Unger



**"Yes, yes, I know you were excited.
But read it yourself. It says, 'Head
man wanted for branch office.'"**

PLANNING FOR CHANGE INVOLVES LOOKING AHEAD, BOTH IN TERMS OF THE POTENTIAL BARRIERS THAT MUST BE OVERCOME AND THE POTENTIAL BENEFITS TO BE GAINED FROM CHANGE.

DIRECTIONS: FIRST LIST BARRIERS THAT MAY GET IN THE WAY OF IMPLEMENTING CAREER CHANGE IN YOUR LIFE. THEN LIST THE POSSIBLE BENEFITS YOU MIGHT GAIN AS A RESULT OF THE CHANGES YOU HAVE IN MIND.

BARRIERS TO CHANGE	BENEFITS FROM CHANGE
e.g. time, lack of skills	e.g. \$, challenges, new friends

WHAT CAN BE DONE ABOUT THE ROADBLOCKS AND BARRIERS? ARE THEY REAL BARRIERS OR FALSE BARRIERS? WHY NOT USE YOUR CREATIVE PROBLEM SOLVING SKILLS TO SEE IF YOU CAN BRAINSTORM SOME SOLUTIONS TO THEM THAT YOU HAVEN'T THOUGHT ABOUT BEFORE?

MY ACTION PLAN FOR GETTING "THERE"

THE FINAL STEP IN PLANNING IS DEVELOPING SPECIFIC WRITTEN STEPS OR ACTION PLANS YOU CAN TAKE TO OVERCOME THE BARRIERS/ROADBLOCKS. AN ACTION STEP INCLUDES THE FOLLOWING COMPONENTS:

1. WHAT YOU WANT TO DO
2. RESOURCE(S) FOR ACCOMPLISHING IT
3. DEADLINE FOR GETTING IT DONE

EXAMPLE: I AM GOING TO CHECK INTO ADVERTISING (THE STEP) BY VISITING AN ADVERTISING AGENCY (THE RESOURCE) BY JANUARY 18, 1985 (THE DEADLINE).

NOW IDENTIFY THREE STEPS OF YOUR OWN THAT YOU FEEL WILL HELP YOU PROGRESS TOWARD EITHER MAKING YOUR DECISION OR IMPLEMENTING IT.

MY ACTION PLAN

ACTION STEP #1

ACTION STEP #2

ACTION STEP #3

-Notes-

-Notes-

JOB SEEKING SKILLS

We have spent approximately 60 percent of this course on assessing your interests, experiences, abilities and values and using this information in planning and decision making. The remaining 40 percent is going to be used to assist you in your job search and job seeking skills.

Each one of you have made a prominent step and investment into yourself. Up until now, we have been pretty safe. The next phase of career planning we are going to approach the world of another job or career opportunity head on.

Job applications, resume preparation, cover letter construction, preparing for and taking an interview, post-interview thank-you letters and job leads will be covered.

THIRTY-FIVE HINTS FOR TODAY'S JOB-HUNTER *

1. You must be ready to go job-hunting anytime , for no matter how good a job you have been doing at your present workplace, that job may vanish - Poof! - tomorrow, due to circumstances entirely beyond your control.
2. If you have been unjustly let go, your first great need is to let go of your righteous anger at how different the world of work is from what you thought it would be; otherwise, that anger will cripple your job-hunting efforts. You will reek of it every employer you go see, even as a drunk reeks of his strong drink.
3. No one owes you a job; you have to fight to win a job.
4. The major difference between successful and unsuccessful job-hunters, by and large, is the way they go about their job-hunt - and not some factor "out there," such as a depressed labor market.
5. If you want your job-hunt to succeed, make a list of what you would do if you had to make your job-hunt fail. Yes, I said fail. Put the factor that would most surely make your job-hunt fail, at the top of your list, then the next one, and so forth. (One man's surest factor was "Sit at home.") In a second column, state the opposite of each factor (for example, "Get out of the house every single day") and you will then have a list of what you must do in your job-hunt in order to make it succeed.
6. Do not expect that you will necessarily be able to find exactly the same kind of work that you used to be doing. Be prepared to define some other lines of work that you can do, and would enjoy doing.
7. Take the label ("I am a") off yourself. You are a person who
8. The more time you spend on figuring out what makes you stand out from nineteen other people who can do what you do, the better your chances.
9. Forget "what's available out there." Go after, with hammer and tongs, the job you really want the most.
10. If a thing turns you on, you'll be good at it; if it doesn't, you won't. (Courtesy of David Maister)
11. Figure out whether you're best with People, or with Things, or with Information.
12. In trying to change careers or go into a new field (for you), don't look for the rules or generalizations. Look for the exceptions to the rules. The rule is: "In order to do this work you have to have a master's degree and ten years' experience at it." You search for the exception: "Yes, but do you know of anyone that is in the field who hasn't got all those credentials? And where might I find him or her?"
13. Go after organizations with twenty or less employees. That's where two-thirds of all new jobs are. You will want to see the boss, not "the personnel department." (Only 15% of all organizations, mostly large organizations, even have a personnel department.)

14. Two-thirds of all job-hunters spend five hours or less a week, on their job hunt; determine to spend six times that much.
15. Job hunters visit an average of six employers a month; determine to see at least two a day.
16. The greater the number of job-hunting avenues you use, the greater the likelihood that you will find a job. As we saw in the previous chapter, there are twelve different job-hunting avenues out there: (1) mailing out your resume; (2) contacting executive recruiters; (3) answering ads in local papers, and nonlocal papers, and professional or trade journals; (4) going to private employment agencies; (5) going to federal/ state job services; (6) contacting college placement offices; (7) using executive registers or some form of clearinghouse; (8) asking relatives, friends, teachers, professors, and other personal referrals about jobs where they work; (9) applying directly to employers, face-to-face; (10) applying through Civil Service; (11) going to a union hiring hall or other places where employers go to find people; (12) working through a group job-search program. The average job-hunter uses 1.6 of these twelve methods.
17. Expect that your job-hunt is going to take some time. The average job-hunt lasts between six and eighteen weeks, depending on the state of the economy. Be prepare for the eighteen weeks or longer. Experienced outplacement people say that your job-hunt will probably take one month for every \$10,000 of salary that you are seeking.
18. Look as sharp as you can at all times while you are out of work. Be neat, clean, well-dressed whenever you are outside your home; you never know who will see you - and possibly recommend you to someone who is hiring.
19. Go after many different organizations, instead of just one or two.
20. Go face-to-face with employers, whenever possible, rather than sending paper - such as a resume.
21. The major issue you face with employers is not what skills you have, but how you use them: whether you just "keep busy" or try to actually solve problems, thus increasing your effectiveness and the organization's effectiveness, too.
22. Whatever you produce, be sure it is something you are proud of. A University of Michigan study found that one out of four American workers felt so ashamed of the quality of the products they were producing, that they would not buy them themselves.
23. The manner in which you do your job-hunt and the manner in which you would do the job you are seeking - are not assumed by most employers to be two unrelated subjects, but one and the same. A slipshod, half-hearted job hunt is taken as a warning that you would do a slipshod, half-hearted job, were they foolish enough to ever hire you.

24. There are not two things which will get you a job - Training or Experience - but three: Training, or Experience, or a Demonstration of your Skills right before the employer's eyes. If there is any way that you can show an employer what you are capable of doing - through picture, samples of things you have made or produced, or whatever - do it, during the interview.
25. If you and the employer really hit it off, but they cannot at that time afford to hire you, you might consider offering to do volunteer work there for a week or two, so they see firsthand how good you are at what you do.
26. Don't be wearied by rejection. But remember you only need one YES - and the more NOs you get out of the way, the closer you are to that YES.
27. Every job-hunter is handicapped. The only question is: What is the handicap, and does it show?
28. Treat every employer with courtesy, even if it seems certain they can offer you no job there; they may be able to refer you to someone else next week, if you made a good impression.
29. Don't assume anything. ("But I just assumed that....")
30. Send short handwritten thank-you notes that very night, to everyone you talked to that day in your job-hunting activities: secretaries, receptionists, thanking them for seeing or helping you.
31. Be gently persistent, and be willing to go back to places that interested you, to see if their 'no jobs' situation has changed.
32. Once you know what kind of work you are looking for, tell everyone what it is; have as many eyes and ears out there looking on your behalf, as possible.
33. When calling on an employer, ask for twenty minutes only, and don't stay one minute longer.
34. Whenever you are speaking to an employer, don't "hold forth" all by yourself for longer than two minutes, at any one time. Talk one-half the time, listen one-half the time.
35. Organizations only hire winners; go to that organization and to the interview as "a resource person," not as "a job beggar."

* Adapted from What Color is Your Parachute? A Practical Manual for Job-Hunters & Career-Changers, by Richard Nelson Bolles. Copyright (c) 1987. Used with permission Ten Speed Press, P.O. Box 7123, Berkeley, California.

Language - Written and Verbal

Whether you are writing and speaking pack enough positive information or image of yourself into a little space and time as possible. Select your words carefully in order to maintain that edge during the total job search from beginning to end. Use words that show action, movement, energy, performance, achievement, manipulation, handiwork, etc. The following is a sample of these types of words that you are encouraged to use:

ability, accelerated, accomplished, achieved, activity, adapted, administered, affected, analyzed, approved, arranged, attained, awarded, capacity, catalogued, competent, completed, conceived, conducted, consistent, contracted, converted, convinced, coordinated, created, delegated, demonstrated, designed, developed, directed, disapproved, distributed, effected, effectiveness, eliminated, enlarged, established, evaluated, examined, expanded, expediated, facilitated, found, generated, governed, grouped, guided, handled, harmonized, implemented, improved, increased, indexed, initiated, installed, instituted, instructed, interpreted, invented, investigated, launched, led, lectured, maintained, managed, mastered, moderated, modernized, motivated, negotiated, obtained, operated, organized, originated, performed, pertinent, planned, pinpointed, prepared, presented, presided, produced, proficient in, programmed, proposed, proved, provided, qualified, recommended, recruited, rectified, reinforced, reorganized, reshaped, resourceful, responsible for/to, revamped, revised, reviewed, saved, scheduled, secured, set up, served in/on, simplified, sold, solved, sorted, straightened, streamlined, strengthened, structured, substantially, supervised, supported, systemized, taught, technical, trained, translated, utilized, versatile, vigorous, won, worked, wrote.

The Application

Basically, a questionnaire ranging from a single page to many pages seeking your personal data, work-related data, and references. One must recognize that the application is used by the people who hire as the first obstacle to employment. So please remember that the employer can see three things from your application alone: Appearance - Dependability - Skills.

It is important that you approach the application seriously. The first and primary is: BE PREPARED . You never know when and where the opportunity will arise to fill one out. Make sure that you have the following as minimum tools with you: ink pen (black or blue ink) without the blobs or smears, resume, and all the information that an application might require on paper. Do not try to remember everything. Dates, places, references, addresses, telephone numbers, skills, education, salaries, volunteer work, military, clubs, organizations, certification, hobbies, interests, leisure time activities, spellings, and etc. can be forgotten during times of pressure as filling out a job application. Avoid anything that will give your application less than perfect appearance.

Read through your application first. Do not write a thing. Just read. Make sure you are going to follow directions. Print only? Ink only? Type-written only? Employers want to hire people who can follow directions.

The application is broken down into sections. How many sections and in what detail will depend on the information that the employer is looking for. Sections might include: identification, health, education, military, experience, licences and/or certifications, position desired, references, training, handwriting sample, extracurricular activities, miscellaneous, attachments, proof of citizenship, and signature.



SAMPLE
WORK APPLICATION



Company Name _____
PLEASE PRINT OR TYPE ALL INFORMATION

Date _____

LAST NAME	FIRST NAME	MIDDLE
-----------	------------	--------

APPLICATION FOR POSITION OF _____		DATE AVAILABLE
WHAT HOURS ARE YOU NOT AVAILABLE TO WORK? (AM OR PM)	WHAT DAYS ARE YOU NOT AVAILABLE TO WORK? ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ Saturday ☐ Sunday	
Please indicate which types of employment interest you (Check more than one box if you wish) ☐ Permanent (Full-Time) ☐ Permanent (Part-Time) ☐ Temporary (Full-Time) unit ☐ Temporary (Part-Time) unit		

PRESENT ADDRESS - Number Street, City, State, Zip	HOME PHONE (include area code)
MAILING ADDRESS - (if different from above) Number Street, City, State, Zip	BUS. PHONE (include area code)

- 1) Do you have access to a car (for some positions, a vehicle is required)? ☐ YES ☐ NO
2) Do you have a valid driver's license? ☐ YES ☐ NO
3) Are you at least 18 years of age and under 70? ☐ YES ☐ NO
4) Are you a U.S. citizen or do you have an entry permit which allows you to work? ☐ YES ☐ NO

EDUCATION AND TRAINING											
Circle the highest grade or year completed in school											
DO YOU HAVE A HIGH SCHOOL DIPLOMA OR A GED EQUIVALENCY? ☐ YES ☐ NO											
NAME AND LOCATION OF HIGH SCHOOL											
1 2 3 4 5 6 7 8 9 10 11 12											
TRAINING BEYOND HIGH SCHOOL (College or University, Nursing, Business College or other schools you have attended). Under credits earned, indicate Q for Quarter Hours and S for Semester Hours											
Circle the number of years in College or University											
1 2 3 4 5 6 7 8											
NAME AND LOCATION		Dates Attended From To		Credits Earned	Major Field	GPA /Base	Degree Conferred and Year				
Describe any education or training you have had which is not covered above such as vocational school, correspondence courses, service schools, in-service training, or volunteer work which you feel is relevant to the job or job for which you are applying. Also include relevant licenses or certification. (Be specific)											

FOR SOME POSITIONS, IT MAY BE REQUIRED THAT EMPLOYEES POSSESS CERTAIN PHYSICAL CAPABILITIES. CHECK THE APPROPRIATE BOXES BELOW, WHICH YOU FEEL REFLECT THE PHYSICAL ACTIVITIES IN WHICH YOU CAN ROUTINELY ENGAGE WITHOUT HARM TO YOURSELF OR FELLOW EMPLOYEES. PLEASE BE ASSURED THAT A NEGATIVE ANSWER WILL NOT DISQUALIFY YOU FROM CONSIDERATION.

- 1) LIFTING ☐ 75 lbs. or less ☐ 75 lbs. ☐ 100 lbs. or more ☐ 100 lbs. or more
2) DO YOU HAVE ☐ Bending or Stooping? ☐ Standing for long period of time?
☐ DIFFICULTIES ☐ Climbing? ☐ Working in temperatures extremes?

3) LIST ANY PHYSICAL LIMITATIONS WHICH YOU FEEL MAY RELATE TO THE WORK FOR WHICH YOU ARE APPLYING

4) HAVE YOU BEEN CONVICTED OF ANY VIOLATIONS OTHER THAN MINOR TRAFFIC VIOLATIONS? ☐ YES ☐ NO

5) FOR WHAT HAVE YOU BEEN CONVICTED, WHEN, AND WHERE?

IF THERE WERE EXTENUATING CIRCUMSTANCES, OF WHICH WE SHOULD BE AWARE, PLEASE STATE ON DILHR JSD 5012.
(A notation of a criminal record does not constitute an automatic bar to employment)

DILHR-JSD-5011 (8.8/81)

WORK EXPERIENCE Provide a complete description. This information will be used to determine if your application is accepted. Be specific. Start with your most recent job. **BE CERTAIN TO INCLUDE SERVICE IN THE ARMED FORCES.** For part time work, show the average number of hours per month. Indicate any changes in job title under same employer as a separate position. You may also attach a separate sheet (DILHR JD 5012) with additional information.

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties		Name of Supervisor
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) To (Month & Year)
		☐ Check one ☐ Monthly Salary Beginning \$ Ending \$ ☐ Hourly Salary Ending \$
Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties		Name of Supervisor
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) To (Month & Year)
		☐ Check one ☐ Monthly Salary Beginning \$ Ending \$ ☐ Hourly Salary Ending \$
Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties		Name of Supervisor
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) To (Month & Year)
		☐ Check one ☐ Monthly Salary Beginning \$ Ending \$ ☐ Hourly Salary Ending \$
Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties		Name of Supervisor
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) To (Month & Year)
		☐ Check one ☐ Monthly Salary Beginning \$ Ending \$ ☐ Hourly Salary Ending \$

MAY WE COMMUNICATE WITH YOUR PRESENT EMPLOYER?

YES ☐ NO ☐

REFERENCES		
NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE

Please list any organization to which you belong or have belonged and any honors or awards you have received that you regard as relevant to the job or jobs for which you are applying.

SIGNATURE _____

BEST COPY AVAILABLE

The Cover Letter

Since most of us will not go out in public without clothes, a resume should never be sent naked. A cover letter is an integral part of your job search. The cover letter will introduce you and your resume to the employer. Your cover letter should be brief, interesting and to a specific person. Write this letter to demand attention from the reader. In some cases your cover letter becomes a mini resume.

1988 Boulder Knoll Road
Footville, Wisconsin 53537
July 4, 1988

Myron E. Gordan, Farm Supervisor
Seldom Seen Farm
27495 Highway AA
Ridgeland, Wisconsin 54763

Dear Mr. Gordan:

I am writing to be considered for the position of Dairy Herd Manager for Seldom Seen Farm. This vacancy has come to my attention through the Holstein Journal .

Briefly, however, I have earned an Associate's Degree in Livestock/ Dairy Farm Management and currently enrolled in Farm Training through Blackhawk Technical College. I believe that my 'hands on' work experience in dairy herd management provide me with the qualities and competencies needed for this position.

The following is an example of some of the management improvements that I have accomplished:

- > Forty-five milking cows (15,000 M, 450 F) - 1975 to sixty milking cows (23,500 M , 1128 F) - 1988
- > Lowered calf mortality rate of twelve percent to less than three percent
- > Initiated phase feeding in the lactation-gestation cycle
- > Maintained a somatic cell count of less than 100,000
- > Implemented a computer base for record keeping and farm analysis

Enclosed you will find a copy of my resume for your review. If you require additional information or materials, please do not hesitate to call me.

Sincerely,

James B. Newfarmer
608-555-1234

The Resume

Also called a "brief", "background information sheet", "personal data sheet" or "curriculum vitae"

By whatever name, an effective resume gets 'your foot in the door'. It is probably the single most important paper you will write in your job search. Its sole purpose is to get you an interview.

You will have to collect and organize raw material into an effective picture of yourself. Make sure your resume is not an obituary.

There is no magical or scientific way to construct an effective resume. Each employer has a subjective way to evaluate each applicant for the job. Each of you will want to personalize the resume to meet your particular needs.

The Effectice Resume

1. Document
2. We have total control over the construction of this document
3. Purpose of this document and how we can use it
 - a. Relevant information to the employer
 - 1) must have more than one type of resume
 - 2) effectiveness/ timely
 - b. Length
 - 1) at least one (1) page
 - 2) if you go beyond one (1) page - make sure the information is relevant and worth saying
 - c. Purpose : to get you in the door for an interview
 - 1) it is a psychological document and not a factual document
 - 2) mind and behavioral/ motivate the reader
 - d. The resume Reader
 - 1) look for reasons to turn you down - they are negative toward all applicants
 - 2) must write resume toward directions - must follow instruction - major issues of the job
 - 3) STUDY- it took on the average seven (7) seconds to read your resume the first time in order to REJECT or ACCEPT

There are basically two types of resumes that we will discuss. They are the basic chronological (historical) and the functional resume.

The chronological resume. A traditional format. Lists jobs and experiences in the order in which they occurred. Printed in a reverse order.

The functional resume. Here, you focus upon your important skills. All related work/skills/experiences are clustered together. It allows you to emphasize skills that you have acquired through a wide variety of experiences in jobs, education, hobbies and others while not pinning you down to dates.

The basic concept behind preparing an effective resume is the same for each of you. An effective resume takes time and a great deal of effort and sweat. Like fine wine, resumes evolve over time by a natural process.

Areas that need to be looked into:

- > Resume language
- > Declarative sentences
- > Heading: name, address, and telephone number
- > Objective
- > Education
- > Work experience
- > Special sections(military service, organizations, professional organizations, special skills, hobbies, awards, leadership skills, etc.)
- > Personal data
- > Resume exclusions(negative statements)

James B. Newfarmer
1988 Boulder Knoll Road
Footville, Wisconsin 53537
(608) 555-1234

EMPLOYMENT OBJECTIVE

Farm Manager on a modern and progressive dairy farm

EDUCATION

1983 to Present

Blackhawk Technical College, 6004 Prairie Road
P.O. Box 5009, Janesville, Wisconsin 53547
Farm Training

1971 to 1973

Blackhawk Technical College, 6004 Prairie Road
P.O. Box 5009, Janesville, Wisconsin 53547
Associate Degree in Livestock/ Dairy Farm Management.

1965 to 1969

Footville High School, Footville, Wisconsin
Diploma

EMPLOYMENT

1975 to Present

Owner and operator of Boulder Knoll Farm. Pure bred registered Holstein cattle. Rolling herd average of 23,500 pounds of milk with 1128 pounds of fat

1960 to 1969

Full-part-time worker for AAA Cattle Company
Maintained feeding and care of young stock and responsible for the milking and records of the herd

MILITARY SERVICE

1969 to 1971

United States Army. Food Inspection Specialist
Basic and advanced training schools
Specialist Fifth Class. Honorable Discharge

CLUBS AND ORGANIZATIONS

1975 to Present

Westside 4-H Farmers - Club Advisor

1975 to Present

Rock County DHI

1987 to Present

Rock County Farm Progress Days Co-Chairman

AWARDS

1983 and 1987

Top Producing Dairy Herd - Rock County

PERSONAL DATA

Height: 6' 3" Age: 37 Weight: 185
Marital Status: Married, three children

REFERENCES

Barbara J. Richards
8763 Highway 00
Clinton, Wisconsin 53525
608-555-1234

Employment Objectives :

To occupy the position of personnel management at an institution of higher learning. This will allow me to utilize my extensive knowledge and training for positive and profitable results.

Management Skills :

Demonstrated ability to motivate and direct others for the accomplishment of desired goals and performance levels with an emphasis upon people management.
Experience related to a solid background of initiating ideas and concepts for improved management capability.

Persuasive Skills :

Extensive experience and training in assisting people in problem solving and in marketing tangible and intangible product lines successfully.
Excellent capability to deal effectively with Business and Industry from numerous opportunities in current and previous work situations.

Communications Skills :

Comfortable before large and small groups to instruct or inform on new skills and knowledge.
Able to gather information and synthesize facts and ideas together in new and creative ways.
Excellent reading, writing and editing skills utilized to obtain and/or disseminate information.

Other Skills :

Proven organizational ability for work tasks and information retrieval accompanied with an excellent memory capability.
A demonstrated ability to work well with others in a positive and cooperative manner.

Education/Training :

B.A. Degree, Liberal Arts, University of Wisconsin - River Falls, Wisconsin. Concentrated on Business and Economics
Various seminars throughout Wisconsin and the United States: Sales Management, Personnel Gamesmanship, Federal and State Grant Writing.

Summary of Work Experience :

Janesville Public Schools, Janesville, Wisconsin
AC/DC Industries, Beloit, Wisconsin
Clinton School District, Clinton, Wisconsin

References :

Letters of recommendation and personal references available upon request.

The Interview

Be prepared! Take time to plan for your interview. Have you investigated the company? Have you practiced answering questions? Do you have questions to ask the interviewer?

The interview. Do you look like the right person for the job? Personal appearance (physical aspect, manner, and paperwork) - Dependability - Skills.

- > subjective
- > popularity contest
- > if you screw up - decreases your chances
- > high stress situation
 1. need to participate more in the interview
 2. not hat in hand - but equal terms with the employer
 3. both have a need for each other
 4. don't feel inferior
 5. behavior during the interview: how you operate
- > interview the interviewer
 1. questions or concerns, such as:
 - a. turn over rate of employees?
 - b. why did the person leave their position?
 - c. interviewer background?
- > stages within the interview
 1. scrutinize you and your qualifications
 2. longer the interview the better
 3. they (employer) tell you how good they are

Interview Do's

- > Be on time
- > Be neat and clean
- > Go alone
- > Take along a resume
- > Take along a good writing instrument
- > Greet interviewer by last name, correctly pronounced
- > Remain standing until told to sit
- > Look at interviewer as you talk
- > Talk slowly and clearly
- > Answer questions completely and truthfully

Interview Don'ts

- > Smoke or chew gum
- > Fuss with your hair
- > Gaze around the room when talking
- > Argue or interrupt the interviewer
- > Make derogatory remarks about former employers
- > Make your first question, "How much do I make?"
- > "I need a job" or "I can or will do anything"

Sell Yourself

- > Stress your qualifications
- > Recount experience you have had which fit you for the job
- > Assume an air of confidence
- > Approach the employer with respectful dignity
- > Be optimistic in your attitude
- > Maintain your pose and self-control
- > Answer questions honestly and with straight-forwardness
- > Stress the contribution you can make to the enterprise
- > Have available a list of former employers, time and period of service
- > Have a list of references

Questions Frequently Asked During an Interview

- > "Tell me about yourself."
- > "What are your future plans?"
- > "Why did you leave your last Job?"
- > "How many sick days did you use during your last job?"
- > "Why do you think you would like this particular type of job?"
- > "What is your strong point?"
- > "What is your weak point?"
- > "If I give you this job, doesn't it mean a step down for you?"
- > "Have do you rank order People, Data and Things?" "Why?"
- > "Why do you want to work for this company?"

After the interview. Reflect on it. Analyze the process from beginning to end. What went right? What went wrong? What aspects of the process do I need to improve?

The Post-Interview Thank You Letter

A subtle but essential part of your organized job search. This is a time to sell yourself one more time, but under less traumatic conditions of the interview process. In this letter you can show the employer that you are a caring and thoughtful person. This letter you can and should thank the person for interviewing you and might have done something special for you. It is also a time to make a positive suggestion and request a second interview.

1988 Boulder Knoll Road
Footville, Wisconsin 53537
July 21, 1988

Myron E. Gordan, Farm Supervisor
Seldom Seen Farm
27495 Highway AA
Ridgeland, Wisconsin 54763

Dear Mr. Gordan:

I absolutely enjoyed the opportunity to meet you, Mr. R. Wilson Crompton, and the farm crew and very much appreciated the extensive time you spent with me.

The position of Dairy Herd Manager for Seldom Seen Farm we discussed is an exciting and impressive one that seems particularly suited to my experience and qualifications. I left Ridgeland extremely enthused about the job I could do for you.

During my ride home after the interview gave me time to think about the problem of the cows dropping in milk and being antsy in the new parlor. I would take a look into stray voltage in that area of the building.

Once again, thank you for your time. I look forward to meeting you again.

Sincerely,

James B. Newfarmer
608-555-1234

-Notes-

-Notes-

RESOURCES FOR HELP

Basic Human and Family Needs

Caring for Elderly Parents
Support and information group
756-9330

Green County Aging
Program offers meals
328-9393

Green County Human Services Department
Information and eligibility for assistance programs
328-8251

Rock County Social Services
Information and eligibility for assistance programs
Highway 51 North
Janesville, Wisconsin
756-5255

Rural Housing
Possible repair and maintenance for septic, well, etc
Madison, Wisconsin
238-3448

SHARE : For \$12.00 and 2 hours of volunteer work per month you will
receive approximately 40 pounds of food.
414-264-5900

UMOS - United Migrant Opportunity for Farm Workers
414-671-5700

Wisconsin Energy Assistance Program - Wisconsin Power and Light
Fuel contact your local WP&L office

Blackhawk Technical College

Main Campus

6004 Prairie Road, County Truck G
P.O. Box 5009
Janesville, Wisconsin 53547
608-756-4121

Agriculture Division
1740 Highway 14 West
Janesville, Wisconsin 53545
608-756-4464

William A. Johnson, Division Chairman
Margo Kipper, Division Secretary
Chris Walsh, RED Coordinator
Bradley A. Harrison, Farm Trainer, Rock County
Glenn I. Ash, Farm Trainer, Green County
Allen Zimmerman, Instructor, Agriculture Equipment Mechanics
Sam Stepp, Instructor, Diesel/Heavy Equipment Mechanics
Thomas J. Piekarski, Instructor, Livestock/Dairy Farm Management

RED - Rural Enterprise Development
Chris Walsh, Coordinator
756-4464

WomenSchool
Karen Showers, Project Manager
756-4121 ext. 512

Dislocated Farmer Project

Farmers who will terminate farming and seeking alternative employment
Contact Bev Loy or Ed Flanagan
Darlington Job Center
935-3116

Farm Credit Advisor Program

Financial counseling to help farmers assess their financial situations and meet emergency needs.
1-800-362-3020

Farm Family Options Service Centers

VTAE Districts
1-800-472-0024

Green County Cooperative Extension Service

Mark Mayer
P.O. Box 120
Monroe, Wisconsin 53566
328-9440

Local churches

Many rural support groups are organized in churches with help from clergy and laypeople. Contact your local clergy.

Lutheran Social Services of Wisconsin and Upper Michigan

Karen Geiken
P.O. Box 08520
Milwaukee, Wisconsin 53208
414-342-7175
800-242-9368

Rock County Cooperative Extension Service

Dennis Nehring
Rock County Courthouse
51 South Main Street
Janesville, Wisconsin
755-2196

Rock County Reemployment Program (RCRP)
2230 Center Avenue
Janesville, Wisconsin 53545
608-755-6080

State Bar of Wisconsin
Lawyer referral and information service
800-362-9082

Stress Management and Mental Health Counseling
Information concerning counseling and programs offered in stress, mental health, drug and alcohol abuse and development disabilities.

Green County Human Services Department
Pleasant View Annex
Monroe 328-9393

Rock County Health Care Center
Highway 51 North
Janesville 755-2500

VTAE Farm Training
Offers farm management assistance
Rock County: Bradley A. Harrison - 756-4464
Green County: Gleen I. Ash - 756-4464

Wisconsin Farm Crisis Info-Line
Provides information on where to go for financial counseling, legal advice, job and stress management along with helping in meeting family needs.
Statewide hotline : 1-800-362-3020 or 608-266-2678

Wisconsin Farm Mediation and Arbitration Program (FMAP)
Assist loan repayment plans suitable to both farmer and lender.
P.O. Box 8911
Madison, Wisconsin 53708
Farm Crisis Hotline 1-800-362-3020 or 1-608-267-7736

Wisconsin Farmers Resource Guide
A community based directory.
Phone: County Cooperative Extension Service or 1-800-362-3020

Wisconsin Rural Development Center
Involved in analysis of farm policy, rural issues, leadership training.
Phone: 608-767-2539

COURSE REFERENCES : CAREER PLANNING

Bolles, Richard Nelson, The Three Boxes of Life, and How to Get Out of Them , Berkeley, California:Ten Speed Press, 1981.

Bolles, Richard Nelson, What Color is Your Parachute? A Practical Manual for Job-Hunters & Career-Changers , Berkeley, California:Ten Speed Press, Revised Yearly.

Bolles, Richard Nelson and John C. Crystal, Where Do I Go From Here With My Life , Berkeley, California:Ten Speed Press, 1978.

Farr, J. Michael, Richard Gaither, and R. Michael Pickrell, The Work Book , Bloomington, Illinois:McKnight, 1983.

Fuchs, Richard A. and Keith A. Manning, You're Hired! The Nuts and Bolts of Job Hunting , The Prudential:Karli & Associates Inc.

Good, C. Edward, Does Your Resume Wear Blue Jeans? Charlottesville, Virginia:Word Store, 1985.

Gysbers, Norman C. and Associates, Designing Career , San Francisco, California:Jossey-Bass, 1984.

Lathrop, Richard, Who's Hiring Who , Berkeley, California:Ten Speed Press, 1977.

Medley, H. Anthony, Sweaty Palms. The Neglected Art of Being Interviewed , Berkeley, California:Ten Speed Press, 1984.

Ulrich, Heinz, How to Prepare Your Own High Intensity Resume , Englewood Cliffs, New Jersey:Prentice Hall, 1983.

Wisconsin Career Information System, Education Handbook , The Vocational Studies Center, University of Wisconsin-Madison.

Pocket

Résumé

Skills: _____

Other related information: (specific courses taken,
volunteer work, medical history, etc.) : _____

Specific action words to be used: _____



AGRICULTURE DIVISION
Blackhawk Technical College
North Rock County Campus
Janesville, Wisconsin 53547
608-756-4464

TJP

CUT HERE

FOLD INTO TRIFOLD

FOR EASY STORAGE

Pocket

Résumé

Skills: _____

Other related information: (specific courses taken,
volunteer work, medical history, etc.) : _____

Specific action words to be used: _____



AGRICULTURE DIVISION
Blackhawk Technical College
North Rock County Campus
Janesville, Wisconsin 53547
608-756-4464

TJP

Personal Data

Name: _____ DOB: _____ SS #: _____

Telephone #: _____ Salary Range Expected: \$ _____

Education : Schools/College (name, address, dates attended, major/ minors, highest grade/degree completed, grade point average):

Experience : Employer's (name, address, ZIP, phone, supervisor's name, job title, dates employed, wage/salary)

References : Name, job title, address, ZIP, phone (work/home)

Personal Data

Name: _____ DOB: _____ SS #: _____

Telephone #: _____ Salary Range Expected: \$ _____

Education : Schools/College (name, address, dates attended, major/ minors, highest grade/degree completed, grade point average):

Experience : Employer's (name, address, ZIP, phone, supervisor's name, job title, dates employed, wage/salary)

References : Name, job title, address, ZIP, phone (work/home)

BLACKHAWK TECHNICAL COLLEGE

Student Evaluation of Instruction

DIRECTIONS: Your instructor is very much interested in helping you. This evaluation form has been arranged in such a manner that you can answer all questions without revealing your name. If you answer each item frankly and honestly, the results will give your instructor information on how you feel about this course and the procedures used. Indicate your evaluation by checking each item.

NAME OF INSTRUCTOR _____		DATE _____				
		<u>SUPERIOR</u>	<u>ABOVE AVG.</u>	<u>AVG.</u>	<u>BELOW AVG.</u>	<u>POOR</u>
I. ABILITY TO COMMUNICATE EFFECTIVELY						
A. Answers questions effectively	_____	_____	_____	_____	_____	_____
B. Uses proper grammar	_____	_____	_____	_____	_____	_____
C. Is easily understood	_____	_____	_____	_____	_____	_____
D. Has pleasing actions and mannerisms	_____	_____	_____	_____	_____	_____
E. Speaks clearly and fluently	_____	_____	_____	_____	_____	_____
II. ORGANIZATION OF COURSE						
A. Has material ready for class	_____	_____	_____	_____	_____	_____
B. Content is in logical sequence	_____	_____	_____	_____	_____	_____
C. I can keep up with instruction	_____	_____	_____	_____	_____	_____
D. Keeps things moving smoothly	_____	_____	_____	_____	_____	_____
III. RELATIONSHIP WITH STUDENTS						
A. Has genuine interest in me	_____	_____	_____	_____	_____	_____
B. Is friendly toward me	_____	_____	_____	_____	_____	_____
C. Has sense of humor	_____	_____	_____	_____	_____	_____
D. Is willing to give extra help	_____	_____	_____	_____	_____	_____
E. Knows me well	_____	_____	_____	_____	_____	_____
F. Lets me talk and ask questions	_____	_____	_____	_____	_____	_____
IV. PERSONAL CHARACTERISTICS						
A. Doesn't get easily upset	_____	_____	_____	_____	_____	_____
B. Is calm and easy going	_____	_____	_____	_____	_____	_____
C. Has my respect	_____	_____	_____	_____	_____	_____
D. Exercises good judgement	_____	_____	_____	_____	_____	_____
E. Displays self confidence	_____	_____	_____	_____	_____	_____
V. KNOWLEDGE OF SUBJECT						
A. Is a real expert at what he/she is doing	_____	_____	_____	_____	_____	_____
B. Can demonstrate effectively	_____	_____	_____	_____	_____	_____
C. Uses current references in class	_____	_____	_____	_____	_____	_____
D. Always knows what he/she is talking about	_____	_____	_____	_____	_____	_____
E. Can explain effectively	_____	_____	_____	_____	_____	_____

COMMENTS:

How would you rank this teacher?

- ☐ A. The best teacher I ever had
☐ B. Definitely better than average
☐ C. About the same as other teachers I have known
☐ D. Is not as good as others I have known
☐ E. Is among the worst teachers I have ever had

	<u>SUPERIOR</u>	<u>ABOVE AVG.</u>	<u>AVG.</u>	<u>BELOW AVG.</u>	<u>POOR</u>
<i>Pathfinder Guidebook</i>	_____	_____	_____	_____	_____
<i>Session I: Introduction</i>	_____	_____	_____	_____	_____
<i>Session II: CPP Test</i>	_____	_____	_____	_____	_____
<i>Session II: Personally Inventory</i>	_____	_____	_____	_____	_____
<i>Session III: ID Skills</i>	_____	_____	_____	_____	_____
<i>Session IV: Planning</i>	_____	_____	_____	_____	_____
<i>Session V: Job Seeking - Application</i>	_____	_____	_____	_____	_____
<i>Session VI: Job Seeking - Resume</i>	_____	_____	_____	_____	_____
<i>Session VI: Job Seeking - Cover Letter</i>	_____	_____	_____	_____	_____
<i>Session VII: Job Seeking - Interviewing</i>	_____	_____	_____	_____	_____
<i>Session VII: Job Seeking - Post-Interview Letters</i>	_____	_____	_____	_____	_____
<i>Session VII: Job Leads</i>	_____	_____	_____	_____	_____

1. What do you especially like about this person as a teacher?

2. How could this teacher improve himself/herself to become a better teacher?

3. What weaknesses do you find in the course as it is set up and what do you suggest for eliminating those weaknesses?

4. Was your goal or objective for taking this course achieved? How? Why not?

PRE-CAREER PLANNING COURSE EMPLOYMENT REFERRAL FORM

Name: _____ Phone: _____

Address: _____ Zip: _____

please specify

☐ Part-time - ☐ On Farm ☐ Off Farm : _____

☐ Full-time - ☐ On Farm ☐ Off Farm : _____

☐ Seasonal - ☐ Part-time ☐ Full-time: _____

Wage Range ☐ < \$5.00 ☐ \$5-7.50 ☐ 7.50-10.00 ☐ \$10-12.50
☐ \$12.50-15.00 ☐ >\$15.00

When Available Days: M Tu W Th F Sa Su Times: AM: _____ PM: _____

Geographical Location ☐ Green County ☐ Rock County ☐ Other

Are you willing to relocate?: ☐ YES ☐ NO If yes, where?: _____

How far are you willing to travel for your job?: _____

JOB CLUSTERS and Families

Please prioritize: 1(first choice), 2(second choice), 3(third choice), etc.

☐ Business contact

☐ Business operations

☐ Marketing and sales
☐ Management and planning

☐ Records and communications
☐ Financial transactions
☐ Storage and dispatching
☐ Business machine/computer operation

☐ Technical

☐ Science

☐ Vehicle operation/repair
☐ Construction/maintenance
☐ Agriculture/natural resources
☐ Crafts/related services
☐ Home/business equipment repair
☐ Industrial equipment operation/repair

☐ Engineering/applied technologies
☐ Medical specialties/technologies
☐ Natural sciences/mathematics
☐ Social sciences

☐ Arts

☐ Social service

☐ Applied arts(visual)
☐ Creative/performing arts
☐ Applied arts(written and spoken)

☐ General health care
☐ Education and related services
☐ Social and government services
☐ Personal/customer services

Any specific jobs or areas of employment: _____

THANK YOU

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